




SAMPLE LESSON NOTES-WEEK I
BASIC ONE

Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

SCHEME OF LEARNING- WEEK I

BASIC ONE

Name of School.....

Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		BI.1.1.1.1 BI.2.1.1.1 BI.4.1.1.1 BI.5.1.1.1 BI.6.1.1.1	
Performance Indicator		<p>A. Learners to listen and sing familiar songs with appropriate expressions</p> <p>B. Learners can handle books appropriately</p> <p>C. Learners can give patterns, trace and draw various objects</p> <p>D. Learners write capital letters correctly</p> <p>E. Learners read a variety of age and level appropriate books and texts from print</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Play a recorded song for learners to listen.</p> <p>Ask learners; whether they have heard the song before?</p> <p>Where they heard that song?</p> <p>Have learners to sing any song they know and hence introduce the lesson.</p>	<p>A. ORAL LANGUAGE</p> <p>Let learners identify some familiar songs.</p> <p>Let learners sing familiar songs and clap, tap and or dance to the rhythm.</p>	<p>Invite learners to tell the class which part of the song interest them most</p> <p>Ask learners to sing the new song in turns and in groups</p>
Tuesday	<p>Have learners bring out all books from their bags</p> <p>Teacher inspects how clean learners keep their books.</p> <p>Teacher motivates learners who keeps their clean and hence introduce the lesson</p>	<p>B. READING</p> <p>Have learners Think-Pair-Share the reasons for keeping books neat and handling them well.</p> <p>Lead learners to make some rules to guide the handling of books</p>	<p>What have we learnt today?</p> <p>How to handle books</p> <p>Call out learners to summarize the important points in the lesson.</p> <p>Have pupils to demonstrate the good ways of handling books</p>
Wednesday	<p>Paste chart showing patterns on the board for learners to observe</p> <p>Ask learners to mention objects within and outside the class which the shape of the patterns on the chart</p>	<p>C. WRITING</p> <p>Demonstrate vertical, horizontal and oblique strokes/patterns.</p> <p>e.g. </p>	<p>Take learners out to a sandy area. Let learners form a big circle.</p> <p>Encourage learners to make different patterns in the sand.</p>

		Let learners write these strokes/patterns in the air	Give learners task to write strokes and patterns in their books
Thursday	Engage learners in the “Change your style” game Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo.	D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> Through pick and write activity, revise writing of capital letters with learners. A B C D	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Friday	Have a variety of age appropriate books for learners to make a choice from.	E. <u>EXTENSIVE READING</u> Using book tease or book talk, introduce the reading/ library time. Introduce picture or wordless books, pop-up and flip-the-page texts to learners. Encourage them to read individually and in pairs, and provide support and encouragement.	Have learners to read and spell the key words on the board Learners to draw parts of the story they read

1st Week Ending			
Class		One	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page 2	
Learning Indicator(s)		B1.1.1.1.1	
Performance Indicator		Use number names, counting sequences and how to count to find out “how many?”	
Strand		Number	
Sub strand		Counting Representation And Cardinality	
Teaching/ Learning Resources		Counters, bundle and loose straws base ten cut square	
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing the song <u>WE CAN COUNT</u> We class one We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class one can count very well.	Count by 1s (forwards and backwards) between two given numbers between 0 and 100; or by 2s and 10s; Identify and correct errors or omissions in counting or skip counting sequences	Review the lesson by giving learners several examples to solve Give learners task to solve at home.
Tuesday	Teacher calls out numbers from 1 to 20 Have learners to write number patterns in the air. Randomly call learners to write a said number on the board.	Count to answer “how many?” questions about as many as 100 objects arranged in a line, a grid or a circle; Show that the count of a group of up to 100 objects does not change regardless of the order in which the objects are counted or the arrangement of the objects.	Review the lesson by giving learners several examples to solve Give learners task to solve at home.
Wednesday	Engage learners to play the Dice game. Put learners into pairs and give out two dice to each pair. Have a partner to toss the dice and the other add up the two numbers that shows up. Play the game in groups to encourage competition	Estimate the number of objects in a small group (up to 100) and describe the estimation strategy used; Select an appropriate estimate among all those given for a group of up to 100 objects and justify the choice	Review the lesson by giving learners several examples to solve Give learners task to solve at home.
Thursday	Teacher calls out numbers from 1 to 20 Have learners to write number patterns in the air.	Represent the number of objects in a group with a written numeral 0 to 100. Use ordinal numbers to describe the position of objects up to 10th place	Review the lesson by giving learners several examples to solve Give learners task to solve at home.

	Randomly call learners to write a said number on the board.		
Friday	<p>Engage learners to play the Dice game.</p> <p>Put learners into pairs and give out two dice to each pair.</p> <p>Have a partner to toss the dice and the other add up the two numbers that shows up. Play the game in groups to encourage competition</p>	<p>Represent the number of objects in a group with a written numeral 0 to 100.</p> <p>Use ordinal numbers to describe the position of objects up to 10th place</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>

Week Ending			
Class	One		
Subject	SCIENCE		
Reference	Science curriculum Page 20		
Learning Indicator(s)	B.I.I.I.I.I		
Performance Indicator	Observe and describe different kinds of things in the environment		
Strand	Diversity of matter		
Sub strand	Living & Non Living Things		
Teaching/ Learning Resources	Pictures of Plants and animals in the environment		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Paste a chart on the board showing variety of things in the environment	Go on nature walk to observe things in the environment (e.g. Plants, animals, plastics and stones. The things should come from the classroom and the school environment Work in groups to describe the different kinds of things	What have we learnt today? Kinds of things in the environment Have learners review the lesson by summarizing the important points in the lesson
	Have learners to write on a sheet of paper the following Three things in their environment Write the uses of some of the things in the environment	Elaborate on the learners' ideas to find out why they need to know about the characteristics of different things in their environment Display pictures or real objects in the environment for learners to explore and bring out their characteristics	Put learners into groups and give each group flash cards of things in the environment Asks learners in their groups to tell the characteristics of things in the environment on a cardboard. Ask each group to present their work for discussion
	Have learners to write on a sheet of paper the following Three things in their environment Write the uses of some of the things in the environment	Ask learners to display objects on their desk for exhibition Sort things into living and non – livings based on common characteristics Watch videos/pictures of different kinds of living and non-living things in the environment	Put learners into groups and give each group flash cards of things in the environment Asks learners in their groups to tell the characteristics of things in the environment on a cardboard. Ask each group to present their work for discussion

Week Ending			
Class	One		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 2		
Learning Indicator(s)	B1.1.1.1.1.		
Performance Indicator	Examine our relationship with the Creator		
Strand	All about us		
Sub strand	Nature of God		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Let learners sing songs and recite some familiar rhymes.</p> <p>Using questions and answers, review learners understanding on the uses of electricity.</p>	<p>Learners talk about God's creation using pictures and charts and real things from the environment.</p> <p>Learners listen to creation stories/watch videos from the internet about creation.</p> <p>Learners role play to retell the creation story.</p> <p>Learners draw, color, make models, recite rhymes, sing songs about God's creation: human beings, animals, trees, rivers, moon, stars, sea and mountains.</p> <p>Learners discuss and role play the attributes of God.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners talk about God's creation using pictures and charts and real things from the environment.</p> <p>Learners listen to creation stories/watch videos from the internet about creation.</p> <p>Learners role play to retell the creation story.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>
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		<p>rivers, moon, stars, sea and mountains.</p> <p>Learners discuss and role play the attributes of God.</p>	<p>Give learners individual or home task</p>
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Week Ending			
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B.I.I.I.I.I		
Performance Indicator	Learners can explain who the creator is		
Strand	God his creation and attributes		
Sub strand	God the Creator		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Tell learners stories about creation	Have learners form groups of three. In groups, learners discuss who the creator is. - He is God, the originator of all things. - He provides all our needs: air, food, water, life, etc.	Review the lesson with learners Have pupils write on a sheet of paper the following 1. Two things they know about god 2. Two things god created 3. Draw two things god created

Week Ending			
Class	One		
Subject	HISTORY		
Reference	History curriculum Page 2		
Learning Indicator(s)	B1.1.1.1.1		
Performance Indicator	Explain that history deals with past human activities		
Strand	History as a Subject		
Sub strand	Why & How We Study History		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing some patriot songs they are familiar with. Example: Arise Ghana Youth.	Mention the activity they witnessed on their first day at school Identify any activity performed in the past which has not been performed again List any past events they have witnessed Explain that since those activities were performed in the past, they qualify to be called history Learners sing a song, recite a rhyme or watch a documentary of any past activity.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Ask learners to tell you what they have learnt Give learners individual or home task
	Review the previous lesson with learners through questions and answers. Let learners sing songs and recite rhymes. Ensure that all learners take part in it.	Identify any activity performed in the past which has not been performed again List any past events they have witnessed Explain that since those activities were performed in the past, they qualify to be called history Learners sing a song, recite a rhyme or watch a documentary of any past activity.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Ask learners to tell you what they have learnt Give learners individual or home task

Week Ending	
Class	One
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page 31
Learning Indicator(s)	B1.1.1.1.1
Performance Indicator	Sing familiar songs of more than six lines and recognize place names heard in the song.
Strand	Oral Language
Sub strand	Songs
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Engage learners to play the crossword game</p> <p>Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available.</p>	<p>Use a recorder to play some popular songs in the community.</p> <p>Ask learners to sing some of the popular songs in the community and dance to it with the gestures they can do</p> <p>Let learners sing and dance to the song.</p> <p>Learners should listen to a song which has names of animals, things and places.</p> <p>Let learners sing and enjoy the song.</p> <p>Let learners mention names of people and animals in the song they have heard.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Put learners into groups</p> <p>Write a list of items on the chalkboard by wrongly spelling them and allow students to self-correct them.</p> <p>Invite one person from each group to write their answers on the board</p>	<p>Let learners sing and dance to the song.</p> <p>Learners should listen to a song which has names of animals, things and places.</p> <p>Let learners sing and enjoy the song.</p> <p>Let learners mention names of people and animals in the song they have heard.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to play the crossword game</p> <p>Write a word on the board crossword-style. Invite each</p>	<p>Let learners sing and dance to the song.</p>	<p>Use questions to review their understanding of the lesson</p>

	<p>student to the board to create a new word stemming from the letters that are already available.</p>	<p>Learners should listen to a song which has names of animals, things and places.</p> <p>Let learners sing and enjoy the song.</p> <p>Let learners mention names of people and animals in the song they have heard.</p>	<p>Ask learners to summarize what they have learnt</p>
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Week Ending			
Class	One		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 2		
Learning Indicator(s)	B1.1.1.1.1:		
Performance Indicator	Travel (move) over, under, in front of, behind, and through objects using locomotor skills		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop these competencies and skills such as agility, flexibility, patience, teamwork			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Lead learners through warm-ups activities.</p> <p>Show learners pictures of videos depicting the skills to be learnt.</p>	<p>Demonstrate to learners how to move over objects and allow them to practice at their own pace.</p> <p>Demonstrate move under objects and allow learners to practice at their own pace.</p> <p>Learners in pairs practice move in front and behind and teacher or partners give the instruction</p> <p>Learners walk, jog or run through the objects as individuals and as a group.</p> <p>Rearrange, objects (e.g. skittles, cones, etc.) and guide learners to make other movements such as under, in front of, behind, and through objects.</p>	<p>Observe learners during practice as individual and provide them with feedback for correct mastery of the skill.</p> <p>Allow them to progress at their own pace toward mastery.</p> <p>Take them through cool down/warm down activity to end the lesson.</p>