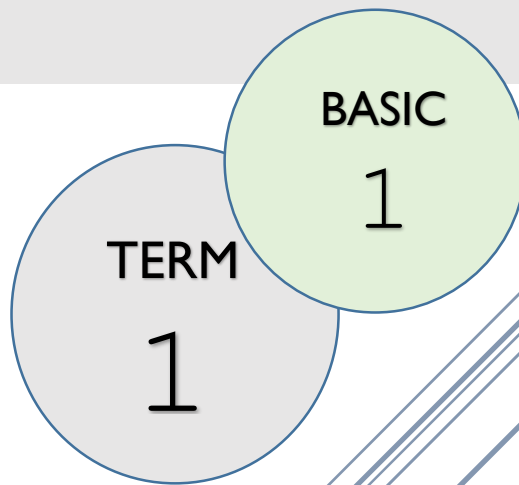


LESSON PLANS FOR PRIMARY SCHOOLS

NEW 2024



FAYOL INC
0547824419

FIRST TERM LESSON PLAN FOR BASIC ONE

ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Songs	BI.1.1.1	BI.1.1.1.1.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Pre-Reading Activities	BI.2.1.1	BI.2.1.1.1	
	Writing	Pre-Writing	BI. 4.1.1	BI. 4.1.1.1.	
	Writing Conventions & Grammar Usage	Using Capitalization	BI.5.1.1	BI.5.1.1.1	
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1	
2	Oral Language	Rhymes	BI.1.2.1	BI.1.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Pre-Reading Activities	BI.2.1.1	BI.2.1.1.1	
	Writing	Penmanship	BI.4.2.1	BI.4.2.1.1.	
	Writing Conventions & Grammar Usage	Using Capitalization	BI.5.1.1	BI.5.1.1.2	
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1	
3	Oral Language	Story Telling	BI.1.3.1	BI.1.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Phonics	BI.2.2.1	BI.2.2.1.1	
	Writing	Penmanship	BI.4.2.1	BI.4.2.1.1.	

	Writing Conventions & Grammar Usage	Using Capitalization	BI.5.1.1	BI.5.1.1.3	
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1	
4	Oral Language	Dramatization and Role-Play	BI.1.5.1	BI.1.5.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Phonics	BI.2.2.1	BI.2.2.1.2	
	Writing	Writing Letters – Small and Capital	BI.4.3.1	BI.4.3.1.1	
	Writing Conventions & Grammar Usage	Using Action Words	BI.5.4.1	BI.5.4.1.1	
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1	
5	Oral Language	Conversation	BI.1. 6.1	BI.1. 6.1.1.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Phonics	BI.2.2.1	BI.2.2.1.2	
	Writing	Writing Letters – Small and Capital	BI.4.3.1	BI.4.3.1.1	
	Writing Conventions & Grammar Usage	Using Action Words	BI.5.4.1	BI.5.4.1.2	
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1	
6	Oral Language	Conversation	BI.1. 6.1	BI.1. 6.1.2.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Word Families, Rhyming Endings and Common Digraphs	BI.2.3.1	BI.2.3.1.1	
	Writing	Labelling Items	BI.4.4.1	BI.4.4.1.1.	
	Writing Conventions & Grammar Usage	Using Action Words	BI.5.4.1	BI.5.4.1.3	
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1	

7	Oral Language	Conversation	BI.1. 6.1	BI.1. 6.1.2.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Vocabulary	BI.2.6.1	BI.2.6.1.1	
	Writing	Writing Simple Words and Sentences	BI.4.5.1	BI.4.5.1.1.	
	Writing Conventions & Grammar Usage	Using Qualifying Words – Adjectives	BI.5. 5.1	BI.5. 5.1.1.	
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1	
8	Oral Language	Listening Comprehension	BI.1.7.1	BI.1.7.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Vocabulary	BI.2.6.1	BI.2.6.1.1	
	Writing	Writing Simple Words and Sentences	BI.4.5.1	BI.4.5.1.2	
	Writing Conventions & Grammar Usage	Using Qualifying Words – Adjectives	BI.5. 5.1	BI.5. 5.1.1.	
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1	
9	Oral Language	Listening Comprehension	BI.1.7.1	BI.1.7.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Comprehension	BI.2. 7.1	BI.2. 7.1.1.	
	Writing	Writing Simple Words and Sentences	BI.4.5.1	BI.4.5.1.3	
	Writing Conventions & Grammar Usage	Using Simple Prepositions	BI.5.7.1	BI.5.7.1.1	
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1	

10	Oral Language	Asking and Answering Questions	BI.1.8.1	BI.1.8.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Comprehension	BI.2.7.1	BI.2.7.1.2	
	Writing	Controlled Writing	BI.4.7.1	BI.4.7.1.1	
	Writing Conventions & Grammar Usage	Using Simple Prepositions	BI.5.7.1	BI.5.7.1.1	
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1	
11	Oral Language	Giving and Responding to Commands	BI.1.9.1	BI.1.9.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Comprehension	BI.2.7.1	BI.2.7.1.3	
	Writing	Controlled Writing	BI.4.7.1	BI.4.7.1.1	
	Writing Conventions & Grammar Usage	Spelling	BI.5.10.1	BI.5.10.1.1	
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1	
12	Oral Language	Presentation	BI.1.10.1	BI.1.10.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Fluency	BI.2.9.1	BI.2.9.1.1	
	Writing	Descriptive Writing	BI.4.12.1	BI.4.12.1.1	
	Writing Conventions & Grammar Usage	Spelling	BI.5.10.1	BI.5.10.1.2	
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1	

FIRST TERM SCHEME OF LEARNING – MATHEMATICS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Number	Counting Representation And Cardinality	BI.1.1.1	BI.1.1.1.1	Counters, bundle and loose straws base ten cut square
2	Number	Counting Representation And Cardinality	BI.1.1.1	BI.1.1.1.1	
3	Number	Counting Representation And Cardinality	BI.1.1.1.	BI.1.1.1.2	Counters , patterns made from Manila cards, Bundle of sticks
4	Number	Number Operations	BI.1.2.1.	BI.1.2.1.1	
5	Number	Number Operations	BI.1.2.1.	BI.1.2.1.1	Counters, bundle and loose straws base ten cut square
6	Number	Number Operations	BI.1.2.2.	BI.1.2.2.1	
7	Number	Number Operations	BI.1.2.2.	BI.1.2.2.2	
8	Number	Fractions	BI.1.3.1.	BI.1.3.1.1	Paper strips, cut out cards
9	Number	Fractions	BI.1.3.1.	BI.1.3.1.1	Paper strips, cut out cards
10	Number	Fractions	BI.1.3.1.	BI.1.3.1.2	Paper strips, cut out cards
11	Number	Fractions	BI.1.3.1.	BI.1.3.1.2	Paper strips, cut out cards
12	Number	Money	BI.1.4.1.	BI.1.4.1.1	Ghana's currency (notes and coins)

FIRST TERM SCHEME OF LEARNING – SCIENCE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Diversity of matter	Living & Non Living Things	BI.1.1.1	BI.1.1.1.1	Pictures of Plants and animals in the environment , plastics videos paper, metal woods pencil
2	Diversity of matter	Living & Non Living Things	BI.1.1.1	BI.1.1.2.1	
3	Diversity of matter	Living & Non Living Things	BI.1.1.1	BI.1.1.2.2	
4	Diversity of matter	Living & Non Living Things	BI.1.1.1	BI.1.1.2.3	
5	Diversity of matter	Materials	BI.1.2.1	BI.1.2.1.1	Metals, woods plastics soil stones paper pencil crayons balloons water sand salt sugar
6	Diversity of matter	Materials	BI.1.2.1	BI.1.2.1.2	
7	Diversity of matter	Materials	BI.1.2.1	BI.1.2.1.3	
8	Diversity of matter	Materials	BI.1.2.1	BI.1.2.1.4	
9	Cycles	Earth Science	BI.2.1.1	BI.2.1.1.1	Torch candle matchstick lantern paper pencil pictures of well river stream water
10	Cycles	Earth Science	BI.2.1.1	BI.2.1.2.1	
11	Cycles	Earth Science	BI.2.1.1	BI.2.1.3.1-2	
12	Cycles	Earth Science	BI.2.1.1	BI.2.1.4.2	

FIRST TERM SCHEME OF LEARNING – OUR WORLD OUR PEOPLE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	All about us	Nature of God	B1.1.1.1	B1.1.1.1.1	Map of Ghana, atlas, Pictures, Charts, Video Clips
2	All about us	Nature of God	B1.1.1.1	B1.1.1.1.2	Map of Ghana, atlas, Pictures, Charts, Video Clips
3	All about us	My self	B1.1.2.1	B1.1.2.1.1	Pictures, Charts, Video Clips
4	All about us	Myself	B1.1.2.1	B1.1.2.1.2	
5	All about us	My family and the community	B1.1.3.1	B1.1.3.1.1	Pictures, Charts, Video Clips
6	All about us	My family and the community	B1.1.3.1	B1.1.3.1.2	Pictures, Charts, Video Clips
7	All about us	Home & School	B1.1.4.1	B1.1.4.1.1	Pictures, Charts, Video Clips
8	All about us	Home & School	B1.1.4.1	B1.1.4.1.2	
9	All around us	The Environment & the Weather	B1.2.1.1	B1.2.1.1.1	Pictures, Charts, Video Clips
10	All around us	The Environment & the Weather	B1.2.1.1	B1.2.1.1.2	
11	All around us	Plants & Animals	B1.2.2.1	B1.2.2.1.1	Pictures, Charts, Video Clips
12	All around us	Plants & Animals	B1.2.2.1	B1.2.2.1.2	

FIRST TERM SCHEME OF LEARNING – RELIGIOUS & MORAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	God his creation and attributes	God the Creator	BI.1.1.1	BI.1.1.1	Wall charts, wall words, posters, video clip, etc.
2	God his creation and attributes	God the Creator	BI.1.1.1	BI.1.1.1	Wall charts, wall words, posters, video clip, etc.
3	God his creation and attributes	God the Creator	BI.1.1.1	BI.1.1.2	Wall charts, wall words, posters, video clip, etc.
4	God his creation and attributes	God the Creator	BI.1.1.1	BI.1.1.2	Wall charts, wall words, posters, video clip, etc.
5	God his creation and attributes	God the Creator	BI.1.1.1	BI.1.1.1-2	Wall charts, wall words, posters, video clip, etc.
6	God his creation and attributes	God the Creator	BI.1.1.1	BI.1.1.1-2	Wall charts, wall words, posters, video clip, etc.
7	Religious Practices	Religious Worship	BI.2.1.1	BI.2.1.1.1	Wall charts, wall words, posters, video clip, etc.
8	Religious Practices	Religious Worship	BI.2.1.1	BI.2.1.1.1	Wall charts, wall words, posters, video clip, etc.
9	Religious Practices	Religious Worship	BI.2.1.1	BI.2.1.1.2	Wall charts, wall words, posters, video clip, etc.
10	Religious Practices	Religious Worship	BI.2.1.1	BI.2.1.1.2	Wall charts, wall words, posters, video clip, etc.
11	Religious Practices	Religious Worship	BI.2.1.1	BI.2.1.1.1-2	Wall charts, wall words, posters, video clip, etc.
12	Religious Practices	Religious Worship	BI.2.1.1	BI.2.1.1.1-2	Wall charts, wall words, posters, video clip, etc.

FIRST TERM SCHEME OF LEARNING – HISTORY

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	History as a Subject	Why & How We Study History	B1.1.1.1	B1.1.1.1.1	Pictures, Charts, Video Clips
2	History as a Subject	Why & How We Study History	B1.1.1.1	B1.1.1.1.1	
3	History as a Subject	Why & How We Study History	B1.1.1.1	B1.1.1.1.1	
4	History as a Subject	Why & How We Study History	B1.1.1.1	B1.1.1.1.1	Pictures, Charts, Video Clips
5	History as a Subject	Why & How We Study History	B1.1.1.1	B1.1.1.1.1	
6	History as a Subject	Why & How We Study History	B1.1.1.1	B1.1.1.1.1	
7	History as a Subject	Why & How We Study History	B1.1.1.1	B1.1.1.1.1	Pictures, Charts, Video Clips
8	History as a Subject	Community History	B1.1.4.1	B1.1.4.1.1	Pictures, Charts, Video Clips
9	History as a Subject	Community History	B1.1.4.1	B1.1.4.1.1	
10	History as a Subject	Community History	B1.1.4.1	B1.1.4.1.1	
11	History as a Subject	Community History	B1.1.4.1	B1.1.4.1.1	Pictures, Charts, Video Clips
12	History as a Subject	Community History	B1.1.4.1	B1.1.4.1.1	

FIRST TERM SCHEME OF LEARNING – CREATIVE ARTS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual Arts	Thinking and Exploring Ideas (Visual Arts)	CSE 1	BI. 1.1.1.1	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
2	Performing Arts	Thinking and Exploring Ideas (Performing Arts)	CSE 1	BI. 2.1.1.1	
3	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	BI.1.2.2.1 BI.1.2.3.1	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
4	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	BI.2.2.2.1 BI.2.2.3.1	
5	Visual Arts	Displaying and Sharing (Visual Arts)	CSE 4&5	BI.1.3.4.1 BI.1.3.5.1	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
6	Performing Arts	Displaying and Sharing (Performing Arts)	CSE 4&5	BI.2.3.4.1 BI.2.3.5.1	
7	Visual Arts	Appreciating and Appraising (Visual Arts)	CSE 6&7	BI.1.4.6.1 BI.1.4.7.1	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
8	Performing Arts	Appreciating and Appraising (Performing Arts)	CSE 6&7	BI.2.4.6.1 BI.2.4.7.1	
9	Visual Arts & Performing Arts	Thinking and Exploring Ideas School based project (Visual Arts & performing Arts)	CSE 1	BI.1.1.1. BI.2.1.1.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
10	Visual Arts & Performing Arts	Planning, Making and Composing School based project	CSE 2&3		Photos, videos, art paper, colors and traditional art tools, other

		(Visual Arts & Performing)			materials available in the community
11	Visual Arts & Performing Arts	Displaying and Sharing School based project (Visual Arts & Performing Arts)	CSE 4&5		Photos, videos, art paper, colors and traditional art tools, other materials available in the community
12	Visual Arts & Performing Arts	Appreciating and Appraising School based project (Visual Arts & Performing Arts)	CSE 6&7		Photos, videos, art paper, colors and traditional art tools, other materials available in the community

FIRST TERM SCHEME OF LEARNING – GHANAIAN LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Songs	BI.1.1.1	BI.1.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
2	Oral Language	Rhymes	BI.1.2.1	BI.1.2.1.1	
3	Oral Language	Story telling	BI.1.4.1	BI.1.4.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
4	Reading	pre reading activities	BI.2.1.1	BI.2.1.1.1	
5	Reading	Print concept	BI.2.2.1	BI.2.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
6	Reading	Phonological and phonemic awareness	BI.2.3.1	BI.2.3.1.1	
7	Writing	Penmanship/Handwriting	BI.3.1.1	BI.3.1.1.1	
8	Writing Convention & Grammar Usage	Labelling items in the environment/classroom	BI.3.3.2	BI.3.3.2.1	Word cards, sentence cards, letter cards, handwriting on a manila card
9	Writing Convention & Grammar Usage	Integrating Grammar in written language (capitalization)	BI.5.3.1	BI.5.3.1.1	
10	Extensive Reading	Building the love and culture of reading in learners	BI.6.1.1	BI.6.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card, a library
11	Extensive Reading	Reading Aloud	BI.6.2.1	BI.6.2.1.1	
12	Extensive Reading	Reading aloud	BI.6.2.1	BI.6.2.1.1	


FIRST TERM SCHEME – PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Motor Skill And Movement Patterns	Locomotive skills	B1.1.1.1.	B1.1.1.1.1	Pictures and Videos
2	Motor Skill And Movement Patterns	Locomotive skills	B1.1.2. 1.	B1.1.2. 1.2:	Pictures and Videos
3	Motor Skill And Movement Patterns	Manipulative skills	B1.1.3.1.	B1.1.3.1.3:	Pictures and Videos
4	Motor Skill And Movement Patterns	Manipulative skills	B1.1.4.1.	B1.1.4.1.4:	Pictures and Videos
5	Motor Skill And Movement Patterns	Rhythmic skills	B1 .1.5.1.	B1 .1.5.1.5	Pictures and Videos
6	Motor Skill And Movement Patterns	Rhythmic skills	B1 .1.6.1.	B1 .1.6.1.6	Pictures and Videos
7	Movement Concepts	Space Awareness	B1.2.1.2.	B1.2.1.2.1	Pictures and Videos
8	Movement Concepts	Dynamics	B1.2.2.2.	B1.2.2.2.2	Pictures and Videos
9	Physical Fitness	Aerobics capacity	B1.3.1.3	B1.3.1.3.1	Pictures and Videos
10	Physical Fitness	Fitness	B1.3.2.3	B1.3.2.3.2	Pictures and Videos
11	Physical Fitness Concepts	Healthy diet	B1.4.1.4	B1.4.1.4.1	Pictures and Videos
12	Values And Psycho-Social Concepts	Self-responsibility	B1.5.1.5	B1.5.1.5.1	Pictures and Videos

SCHEME OF LEARNING- WEEK I

BASIC ONE

Name of School.....

Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B1	Class Size:		
Content Standard: B1.1.1.1.1 B1.2.1.1 B1.4.1.1 B1.5.1.1 B1.6.1.1		Indicator: B1.1.1.1.1 B1.2.1.1.1 B1.4.1.1.1 B1.5.1.1.1 B1.6.1.1.1	Lesson: 1 OF 1
Performance Indicator: A. Learners to listen and sing familiar songs with appropriate expressions B. Learners can handle books appropriately C. Learners can give patterns, trace and draw various objects D. Learners write capital letters correctly E. Learners read a variety of age and level appropriate books and texts from print			
References: English Language Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Play a recorded song for learners to listen. Ask learners; whether they have heard the song before? Where they heard that song? Have learners to sing any song they know and hence introduce the lesson.	A. ORAL LANGUAGE Let learners identify some familiar songs. Let learners sing familiar songs and clap, tap and or dance to the rhythm.	Invite learners to tell the class which part of the song interest them most Ask learners to sing the new song in turns and in groups
Tuesday	Have learners bring out all books from their bags Teacher inspects how clean learners keep their books. Teacher motivates learners who keeps their clean and hence introduce the lesson	B. READING Have learners Think-Pair-Share the reasons for keeping books neat and handling them well. Lead learners to make some rules to guide the handling of books	What have we learnt today? How to handle books Call out learners to summarize the important points in the lesson. Have pupils to demonstrate the good ways of handling books
Wednesday	Paste chart showing patterns on the board for learners to observe Ask learners to mention objects within and outside the class which the shape of the patterns on the chart	C. WRITING Demonstrate vertical, horizontal and oblique strokes/patterns. e.g.  Let learners write these strokes/patterns in the air	Take learners out to a sandy area. Let learners form a big circle. Encourage learners to make different patterns in the sand. Give learners task to write strokes and patterns in their books

<p>Thursday</p>	<p>Engage learners in the “Change your style” game</p> <p>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.</p>	<p><u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u></p> <p>Through pick and write activity, revise writing of capital letters with learners.</p> <p>A B C D</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
<p>Friday</p>	<p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p><u>E. EXTENSIVE READING</u></p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Have learners to read and spell the key words on the board Learners to draw parts of the story they read</p>

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B1	Class Size:	Sub Strand: Counting Representation And Cardinality	
Content Standard: B1.1.1.1 Describe numbers and the relationship between numbers 0 to 100		Indicator: B1.1.1.1.1 Use number names, counting sequences and how to count to find out “how many?”	Lesson: 1 OF 1
Performance Indicator: Learners can use number names, counting sequences and how to count to find out “how many?”		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Counters, bundle and loose straws base ten cut square	
New words			
References: Mathematics Curriculum Pg. 2			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
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

	Randomly call learners to write a said number on the board.		Give learners task to solve at home.
Friday	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	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.

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity of matter	
Class: B1	Class Size:	Sub Strand: Living & Non Living Things	
Content Standard: B1.1.1.1: Show understanding of the physical features and life processes of living things and use this understanding to classify them		Indicator: B1.1.1.1.1 Observe and describe different kinds of things in the environment	Lesson: 1 OF 1
Performance Indicator: • Learners can observe and describe different kinds of things in the environment		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Pictures of Plants and animals in the environment	
New words			
References: Science Curriculum Pg. 20			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	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:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All about us	
Class: B1	Class Size:	Sub Strand: Nature of God	
Content Standard: B1.1.1.1. Demonstrate understanding of God as the Creator		Indicator: B1.1.1.1.1. Examine our relationship with the Creator	Lesson: I OF I
Performance Indicator: • Learners can examine our relationship with the Creator		Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity	
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Keywords			
References: OWOP Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Learner’s role play to retell the creation story.</p> <p>Learners draw, color, make models, recite rhymes, and 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>
	<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 draw, color, make models, recite rhymes, and 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>

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God his creation and attributes	
Class: B1	Class Size:	Sub Strand: God the Creator	
Content Standard: B1.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life.		Indicator: B1.1.1.1.1 explain who the creator is	Lesson: I OF I
Performance Indicator: • Learners can explain who the creator is		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words	Nuclear, Extended, Responsible, role, grandfather, grandmother.		
References: RME Curriculum Pg. 5			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	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:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: History as a Subject	
Class: BI	Class Size:	Sub Strand: Why & How We Study History	
Content Standard: BI.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life.		Indicator: BI.1.1.1.1 Explain that history deals with past human activities	Lesson: I OF I
Performance Indicator: • Learners can explain that history deals with past human activities		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: History Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	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:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Oral Language	
Class: Bl	Class Size:	Sub Strand: Songs	
Content Standard: Bl.1.1.1: Demonstrate knowledge of a song by saying the words heard in the song after listening attentively		Indicator: Bl.1.1.1.1 Sing familiar songs of more than six lines and recognize place names heard in the song.	Lesson: 1 OF 1
Performance Indicator: Learners can sing familiar songs of more than six lines and recognize place names heard in the song.		Core Competencies: Creativity and innovation, Communication and collaboration,	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 31			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play the crossword game 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.	Use a recorder to play some popular songs in the community. Ask learners to sing some of the popular songs in the community and dance to it with the gestures they can do Let learners sing and dance to the song. Learners should listen to a song which has names of animals, things and places. Let learners sing and enjoy the song. Let learners mention names of people and animals in the song they have heard.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Put learners into groups Write a list of items on the chalkboard by wrongly spelling them and allow students to self-correct them. Invite one person from each group to write their answers on the board	Let learners sing and dance to the song. Learners should listen to a song which has names of animals, things and places. Let learners sing and enjoy the song. Let learners mention names of people and animals in the song they have heard.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Engage learners to play the crossword game Write a word on the board crossword-style. Invite each student to the board to create a	Let learners sing and dance to the song. Learners should listen to a song which has names of animals, things and places.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

	<p>new word stemming from the letters that are already available.</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>	
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Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor Skill And Movement Patterns	
Class: B1	Class Size:	Sub Strand: Locomotive skills	
Content Standard: Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities		Indicator: B1.1.1.1.1: Travel (move) over, under, in front of, behind, and through objects using locomotor skills	Lesson: 1 OF 1
Performance Indicator: Learners can travel (move) over, under, in front of, behind, and through objects using locomotor skills		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Pictures and Videos		
References: PE Curriculum Pg. 13			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>

SCHEME OF LEARNING- WEEK 2


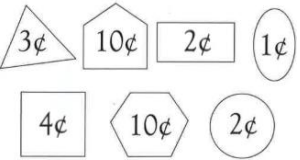
BASIC ONE

Name of School.....

Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B1	Class Size:		
Content Standard: B1.1.2.1 B1.2.1.1 B1.4.2.1 B1.5.1.1 B1.6.1.1		Indicator: B1.1.2.1.1. B1.2.1.1.1. B1.4.2.1.1. B1.5.1.1.1. B1.6.1.1.1	Lesson: 1 OF 1
Performance Indicator: A. Learners can listen to and recite rhymes and tongue-twisters with accompanying actions B. Learners can handle books appropriately C. Learners can copy letters of the alphabet clearly D. Learners write capital letters correctly E. Learners read a variety of age and level appropriate books and texts from print			
References: English Language Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	A. <u>ORAL LANGUAGE</u> Have learners recite familiar rhymes. Introduce new rhymes by performing them. Lead learners to echo-read the rhymes. Let learners recite the lines in groups/pairs and as individuals, as they tap or clap to the rhythm. Guide learners to identify rhyming words and teach the accompanying actions	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
Tuesday	Have learners bring out all books from their bags Teacher inspects how clean learners keep their books. Teacher motivates learners who keeps their clean and hence introduce the lesson	B. <u>READING</u> Have learners Think-Pair-Share the reasons for keeping books neat and handling them well. Lead learners to make some rules to guide the handling of books	What have we learnt today? How to handle books Call out learners to summarize the important points in the lesson. Have pupils to demonstrate the good ways of handling books
Wednesday	Engage learners to sing songs and recite familiar rhymes <u>LITTLE TOMMY</u> <u>TITTLEMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.	C. <u>WRITING</u> Introduce learners to the lines and spaces they will be expected to write in. Demonstrate the letter on the board and in the air several times.	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

		<p>Give ample practice. Let learners practice writing in the air, on sheets of paper or in jotters.</p> <p>Let learners execute the writing task.</p> <p>Give feedback after assessing learners' work.</p>	
Thursday	<p>Engage learners in the "Change your style" game</p> <p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking.</p> <p>After a while teacher speeds up the tempo.</p>	<p><u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u></p> <p>Through pick and write activity, revise writing of capital letters with learners.</p> <p style="text-align: center;">E F G H</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p><u>E. EXTENSIVE READING</u></p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Have learners to read and spell the key words on the board</p> <p>Learners to draw parts of the story they read</p>

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B1	Class Size:	Sub Strand: Counting Representation And Cardinality	
Content Standard: B1.1.1.1 Describe numbers and the relationship between numbers 0 to 100		Indicator: B1.1.1.1.1 Use number names, counting sequences and how to count to find out “how many?”	Lesson: 1 OF 1
Performance Indicator: Learners can use number names, counting sequences and how to count to find out “how many?”		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Counters, bundle and loose straws base ten cut square	
New words			
References: Mathematics Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION						
Monday	Engage learners to find the missing numbers in the table. <table border="1" style="margin: 10px auto;"> <tr> <td>number</td> <td>between</td> <td>number</td> </tr> <tr> <td>20</td> <td></td> <td>24</td> </tr> </table>	number	between	number	20		24	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	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
number	between	number							
20		24							
Tuesday	Engage learners to label the following shapes. 	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.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.						
Wednesday	Have learners to play games and recite familiar rhymes to begin the lesson.	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	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.						
Thursday	Engage learners to add the cost and find the cost of each object. 	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	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.						
Friday	Have learners to play games and recite familiar rhymes to begin the lesson.	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							

Week Ending:	DAY:	Subject: Science
Duration: 60mins per lesson		Strand: Diversity of matter
Class: B1	Class Size:	Sub Strand: Living & Non Living Things
Content Standard: B1.1.1.2: Understand the differences between living things, non-living things and things which have never been alive		Indicator: B1.1.1.2.1. Identify and name animals and plants in their locality
Performance Indicator: • Learners can identify and name animals and plants in their locality		Lesson: I OF I
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources	Pictures of Plants and animals in the environment	
New words		
References: Science Curriculum Pg. 20		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Paste a chart on the board showing variety of things in the environment	Watch pictures or videos on animals and plants With guidance, learners identify the local names of plants and animals seen in the videos and pictures Learners come out with the local names of other plants and animals not seen in the video/pictures using the “think-pair-share”	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	Watch pictures or videos on animals and plants Draw and color any local plant or animal Compare their drawings and identify the type of animal or plant drawn through a peer activity	Put learners into groups and give each group flash cards of things in the environment Ask 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	Watch pictures or videos on animals and plants Draw and color any local plant or animal Compare their drawings and identify the type of animal or plant drawn through a peer activity	Put learners into groups and give each group flash cards of things in the environment Ask 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:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All about us	
Class: B1	Class Size:	Sub Strand: Nature of God	
Content Standard: B1.1.1.1. Demonstrate understanding of God as the Creator		Indicator: B1.1.1.1.1. Examine our relationship with the Creator	Lesson: I OF I
Performance Indicator: • Learners can examine our relationship with the Creator		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Keywords			
References: OWOP Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>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>
	<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 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>

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God his creation and attributes	
Class: BI	Class Size:	Sub Strand: God the Creator	
Content Standard: BI. I.I.I. Explain who the Creator is		Indicator: BI.I.I.I.I Explain who the creator is	Lesson: I OF I
Performance Indicator: • Learners can explain who the creator is		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words			
References: RME Curriculum Pg. 2			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	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 4. Two things they know about god 5. Two things god created 6. Draw two things god created

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: History as a Subject	
Class: B1	Class Size:	Sub Strand: Why & How We Study History	
Content Standard: BI.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life.		Indicator: BI.1.1.1.1 Explain that history deals with past human activities	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can explain that history deals with past human activities 		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
References: History Curriculum Pg. 2			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	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:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Performing Arts	
Class: B1	Class Size:	Sub Strand: Thinking and Exploring Ideas	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: Bl. 2.1.1.1 Think about the people who live in the local community and describe what you know about their history and their culture or way of life.	Lesson: 1 OF 1
Performance Indicator: • Learners can think about the people who live in the local community and describe what you know about their history and their culture or way of life.		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
References: Creative Arts Curriculum Pg. 5			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival. Ask learners to talk about parts of the video or pictures that interest them.	Learners are to think about the different groups of people who live in the local community (your village, town, city or district). Share ideas they have about the history of the people (including where they came from, the leaders who brought them, how the village started). Share stories that describe the culture or way of life of people in the community.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.
	Ask learners questions to review learners understanding in the previous lesson.	Listen to and ask questions on stories told by community elders or resource persons that explain the history and culture of the people in the community. Take a walk in the community to visit famous buildings (such as the post office, chief's palace, old buildings), important places and old sites of the community. Where possible, view photographs or use ICT devices (such as computer) to view pictures or watch videos on the internet Use ideas gained to plan to create own performing artworks that describe the people and how they live.	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson.

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Oral Language	
Class: B1	Class Size:	Sub Strand: Rhymes	
Content Standard: B1.1.2.1: Demonstrate an understanding of words in a rhyme by listening attentively.		Indicator: B1.1.2.1.1 Explore rhymes of about seven or more lines	Lesson: I OF I
Performance Indicator: • Learners can explore rhymes of about seven or more lines		Core Competencies: Creativity and innovation, Communication and collaboration,	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 39			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners to write letter patterns in the air.</p> <p>Engage learners to sing songs and dance to it</p>	<p>Using actions and gestures, teacher explores rhymes for pupils to imitate.</p> <p>Learners explore rhymes accompanied by tapping, clapping and other sound making actions.</p> <p>Ask learner to explore some rhymes they know.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them</p>	<p>Teacher explores rhymes to learners and help them to mention names of things and places heard in the rhymes etc.</p> <p>Write the names of things mentioned on the board and say them aloud</p> <p>Discuss some of the words with the learners.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Have learners to write letter patterns in the air.</p> <p>Engage learners to sing songs and dance to it</p>	<p>Teacher explores rhymes to learners and help them to mention names of things and places heard in the rhymes etc.</p> <p>Write the names of things mentioned on the board and say them aloud</p> <p>Discuss some of the words with the learners.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor Skill And Movement Patterns	
Class: B1	Class Size:	Sub Strand: Locomotive skills	
Content Standard: Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities		Indicator: B1.1.2. 1.2: Jump individually taking-off on one foot and on both feet.	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can jump individually taking-off on one foot and on both feet. 		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Pictures and Videos		
References: PE Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners go through general and specific warm-ups.</p> <p>Demonstrate to learners how to jump taking off on one foot and both feet (show video or pictures of the activities).</p> <p>Guide learners to practice the activity as individuals and in a group at their own pace base on individual differences for mastery.</p> <p>Organize mini long jump and high jump activity by organizing obstacles for learners to jump over for height or distance using take-off on one foot or two feet.</p> <p>Take them through cool down/warm down activity to end your lesson.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

SCHEME OF LEARNING- WEEK 3

BASIC ONE

Name of School.....

Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B1	Class Size:		
Content Standard: B1.1.3.1 B1.2.2.1 B1.4.2.1 B1.5.1.1 B1.6.1.1		Indicator: B1.1.3.1.1 B1.2.2.1.1 B1.4.2.1.1 B1.5.1.1.3 B1.6.1.1.1	Lesson: 1 OF 1
Performance Indicator: A. Learners can listen to stories and be able to identify characters with their roles B. Learners can identify the alphabet in order C. Learners can copy letters of the alphabet clearly D. Learners write capital letters correctly E. Learners can read a variety of age – appropriate books and texts from print			
References: English Language Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing songs and recite rhymes <u>Row, Row, Row Your Boat"</u> Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.	<u>A. ORAL LANGUAGE</u> Mount appropriate story pictures. Guide learners to tell the story logically, using the pictures at each stage. Pause and show pictures for learners to ask questions or answer questions to predict the next stage. Let learners retell the story in a chain, using the pictures, if necessary.	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
Tuesday	Flash out word cards for learners to make its sounds. Have learners to form a big circle. Display letter cards in the middle of the circle. Learners are to pick the letter cards in turns and make its sound.	<u>B. PHONICS</u> Introduce the lesson with alphabet songs paying attention to the letters as they sing. Show an alphabet chart and have learners identify the letters of the alphabet (aA- zZ). Use alphabet cards, alphabet trees, picture cards, etc. to play alphabet games. Let learners play matching games with the cards,	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
Wednesday	Flash out word cards for learners to make its sounds. Have learners to form a big circle. Display letter cards in the middle of the circle.	<u>C. WRITING</u> Introduce learners to the lines and spaces they will be expected to write in.	Give learners task to complete while you go round the class to support those who might need extra help.

	Learners are to pick the letter cards in turns and make its sound.	Demonstrate the letter on the board and in the air several times. Give ample practice. Let learners practice writing in the air, on sheets of paper or in jotters. Let learners execute the writing task. Give feedback after assessing learners' work.	Have learners to read and spell some of the keywords in the lesson
Thursday	Have learners to write their names, starting with capital letters	D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> Introduce the activity and tell learners two things you do daily. Put learners in groups to talk about the things they do every day: e.g. I wash my face every morning. Write the two things you do in two simple sentences and read it out to learners. Have each learner write two of the habitual things they do. You may assist them with spelling. Invite each of them to present their work to the class for the class to react to the presentations.	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

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B1	Class Size:	Sub Strand: Counting Representation And Cardinality	
Content Standard: BI.1.1.1 Describe numbers and the relationship between numbers 0 to 100		Indicator: BI.1.1.1.2 Identify numbers in different positions around a given number (0 – 100)	Lesson: I OF I
Performance Indicator: Learners can identify numbers in different positions around a given number (0 – 100)		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square		
New words			
References: Mathematics Curriculum Pg. 3			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION												
Monday	Engage learners to sing songs and recite rhymes Tooting tutors A tutor who tooted a flute Tried to tutor two tooters to toot Said the two to their tutor, Is it harder to toot or To tutor two tooters to toot?	Display a number chart with numbers multiples of 2 between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>24</td><td>16</td><td>8</td></tr> <tr><td>22</td><td>14</td><td>6</td></tr> <tr><td>20</td><td>12</td><td>4</td></tr> <tr><td>18</td><td>10</td><td>2</td></tr> </table>	24	16	8	22	14	6	20	12	4	18	10	2	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
24	16	8													
22	14	6													
20	12	4													
18	10	2													
Tuesday	Engage learners to sing songs and recite rhymes Sleet slitters I slit a sheet, a sheet I slit And on a slitted sheet I sit I slit a sheet, a sheet I sit. The sheet I slit, that sheet was it	Display a number chart with numbers multiples of 3 between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>3</td><td>6</td><td>9</td></tr> <tr><td>18</td><td>15</td><td>12</td></tr> <tr><td>21</td><td>24</td><td>27</td></tr> <tr><td>36</td><td>33</td><td>30</td></tr> </table>	3	6	9	18	15	12	21	24	27	36	33	30	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
3	6	9													
18	15	12													
21	24	27													
36	33	30													
Wednesday	Engage learners to sing songs and recite rhymes Pease Porridge Hot Pease porridge hot. Pease porridge cold, Pease porridge in the pot, nine days old: Some like it hot, some like it cold	Display a number chart with numbers multiples of 4 between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.												

	Some like it in the pot, nine days old.	<p>them identify numbers in different positions around a chosen number.</p> <table border="1"> <tr> <td>4</td> <td>8</td> <td>1</td> </tr> <tr> <td>16</td> <td>18</td> <td>11</td> </tr> <tr> <td>28</td> <td>44</td> <td>69</td> </tr> <tr> <td>67</td> <td>76</td> <td>96</td> </tr> </table>	4	8	1	16	18	11	28	44	69	67	76	96	
4	8	1													
16	18	11													
28	44	69													
67	76	96													
Thursday	<p>Engage learners to sing songs and recite rhymes</p> <p>"Itsy Bitsy Spider"</p> <p>The itsy bitsy spider crawled up the water spout. Down came the rain, and washed the spider out. Out came the sun, and dried up all the rain and the itsy bitsy spider went up the spout again"</p>	<p>Display a number chart with numbers multiples of 5 between 0 and 100 and have learners identify numbers in different positions around a given number.</p> <p>Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table border="1"> <tr> <td>10</td> <td>35</td> <td>30</td> </tr> <tr> <td>40</td> <td>5</td> <td>60</td> </tr> <tr> <td>25</td> <td>20</td> <td>15</td> </tr> <tr> <td>45</td> <td>50</td> <td>55</td> </tr> </table>	10	35	30	40	5	60	25	20	15	45	50	55	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
10	35	30													
40	5	60													
25	20	15													
45	50	55													
Friday	<p>Engage learners to sing songs and recite rhymes</p> <p>"It's Raining, It's Pouring"</p> <p>It's raining: it's pouring. The old man is snoring. He bumped his head on the top of the bed, And couldn't get up in the morning.</p>	<p>Display a number chart with numbers multiples of 6 between 0 and 100 and have learners identify numbers in different positions around a given number.</p> <p>Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table border="1"> <tr> <td>12</td> <td>18</td> <td>48</td> </tr> <tr> <td>6</td> <td>42</td> <td>54</td> </tr> <tr> <td>72</td> <td>24</td> <td>30</td> </tr> <tr> <td>36</td> <td>66</td> <td>60</td> </tr> </table>	12	18	48	6	42	54	72	24	30	36	66	60	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
12	18	48													
6	42	54													
72	24	30													
36	66	60													

Week Ending:		DAY:	Subject: Science	
Duration: 60mins per lesson			Strand: Diversity of matter	
Class: B1		Class Size:	Sub Strand: Living & Non Living Things	
Content Standard: B1.1.1.2: Understand the differences between living things, non-living things and things which have never been alive		Indicator: B1.1.1.2.2 Know the basic needs of living things (food, water and air)		Lesson: 1 OF 1
Performance Indicator: • Learners can know the basic needs of living things (food, water and air)			Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Pictures of Plants and animals in the environment		
New words				
References: Science Curriculum Pg. 21				
DAYS	PHASE 1: STARTER	PHASE 2: MAIN		PHASE 3: REFLECTION
	Engage learners to sing songs and recite rhymes "If wishes were horses If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!	Give some examples of living things (for example things that eat/drink, move, grow and produce young ones). Work in pairs to identify the basic needs of living things (e.g. food, water, air, shelter, appropriate warmth). Elaborate on learners' ideas to guide them to brainstorm on the importance of basic needs of living things.		Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Engage learners to sing songs and recite rhymes Hot Cross Buns Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Give some examples of living things (for example things that eat/drink, move, grow and produce young ones). Work in pairs to identify the basic needs of living things (e.g. food, water, air, shelter, appropriate warmth). Elaborate on learners' ideas to guide them to brainstorm on the importance of basic needs of living things.		Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Give some examples of living things (for example things that eat/drink, move, grow and produce young ones). Work in pairs to identify the basic needs of living things. Elaborate on learners' ideas to guide them to brainstorm on the importance of basic needs of living things.		Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.

Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All about us	
Class: B1	Class Size:	Sub Strand: My self	
Content Standard: B1.1.2.1. Demonstrate knowledge of self as a unique individual		Indicator: B1.1.2.1.1 Recognize individual characteristics as the basis of one's uniqueness	Lesson: 1 OF 1
Performance Indicator: • Learners can recognize individual characteristics as the basis of one's uniqueness		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Keywords			
References: OWOP Curriculum Pg. 3			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and recite rhymes "If wishes were horses If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!	Learners in groups identify and talk about their individual characteristics and accept themselves, bringing out their similarities and differences. Learners brainstorm on the importance of knowing and appreciating oneself. Learners say things about themselves with confidence and positive self-esteem	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Engage learners to sing songs and recite rhymes Hot Cross Buns Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Learners in groups identify and talk about their individual characteristics and accept themselves, bringing out their similarities and differences. Learners brainstorm on the importance of knowing and appreciating oneself. Learners say things about themselves with confidence and positive self-esteem.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Learners in groups identify and talk about their individual characteristics and accept themselves, bringing out their similarities and differences. Learners brainstorm on the importance of knowing and appreciating oneself.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

		Learners say things about themselves with confidence and positive self-esteem	
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Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God his creation and attributes	
Class: B1	Class Size:	Sub Strand: God the Creator	
Content Standard: BI. 1.1.1. Explain who the Creator is		Indicator: BI. 1.1.1.2: Mention the names of some of the things God created.	Lesson: I OF I
Performance Indicator: • Learners can mention the names of some of the things God created.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words			
References: RME Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Engage learners with pictures, charts, video clips and songs showing some of the things God created: humankind, animals, trees, rivers, the sea and mountains. Let learners draw, color and model some of the things God created. Help learners to role play, recite rhymes and sing songs about some of the things God created.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: History as a Subject	
Class: B1	Class Size:	Sub Strand: Why & How We Study History	
Content Standard: B1.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life.		Indicator: B1.1.1.1.1 Explain that history deals with past human activities	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can explain that history deals with past human activities 		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
References: History Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	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:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts	
Class: B I	Class Size:	Sub Strand: Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: BI 1.2.2.1 /BI 1.2.3.1 Create own artworks from imagination using available tools, materials and methods.	Lesson: I OF I
Performance Indicator: • Learners can create own artworks from imagination using available tools, materials and methods.		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
References: Creative Arts Curriculum Pg. 5			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival. Ask learners to talk about parts of the video or pictures that interest them.	Learners are to refresh their memory on visual artworks that are produced or found in the local community. Recall all kinds of visual artworks that reflect the history and culture of the people. make decisions on how the artworks reflect the history and culture or way of life of people in the local community.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn
	Ask learners questions to review learners understanding in the previous lesson.	Learners are to carefully select and use available tools, materials and methods of production to make own visual artworks such as drawing, doodling, patterns and modelling that reflect the history and culture of the people. Guide learners to create useful artworks that reflects the history and culture of the local community, such as stools and symbols.	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Oral Language	
Class: B1	Class Size:	Sub Strand: Story telling	
Content Standard: BI.1.4.1: Exhibit knowledge of listening and retelling simple stories.		Indicator: BI.1.4.1.1-3 Discuss the characters and events of a story	Lesson: 1 OF 1
Performance Indicator: • Learners can recognize and use postpositions in short sentences		Core Competencies: Creativity and innovation, Communication and collaboration,	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 56			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Show a clip or tell a story to learners. Use questions to elicit names of characters in stories watched or told in class from learners. Show a movie/play to learners. Tell or read an interesting story to learners.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Have learners to write letter patterns in the air. Engage learners to sing songs and dance to it	Discuss the story with the learners by talking about key issues. Encourage learners to retell the actions in the story. Let learners watch the clip again. Read the story line to the learners and direct them to role play the story.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Discuss the story with the learners by talking about key issues. Encourage learners to retell the actions in the story. Let learners watch the clip again. Read the story line to the learners and direct them to role play the story.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION
Duration: 60mins		Strand: Motor Skill And Movement Patterns
Class: B1	Class Size:	Sub Strand: Manipulative skills
Content Standard: Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities		Indicator: B1.1.3.1.3 Roll a ball from stationary position using hands.
Performance Indicator: <ul style="list-style-type: none"> Learners can roll a ball from stationary position using hands. 		Lesson: I OF I
Teaching/ Learning Resources		Pictures and Videos
References: PE Curriculum Pg. 13		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Let learners jog within a demarcated area to warm up their bodies</p> <p>Show learners pictures or videos depicting the skill to be learnt.</p>	<p>Demonstrate to learners how to roll a ball from stationary using hands by placing a ball in front, bend the trunk forward and place the palm behind the ball, roll the ball forward while moving from one point to another.</p> <p>Guide learners to practice individually and in groups.</p> <p>Observe them practice at their own pace and give corrective feedback for correct skill mastery.</p> <p>Learners can further use bats or sticks to roll the ball to challenge the fast learners.</p>	<p>Organize mini game for learners for fun and enjoyment to prevent boredom.</p> <p>Take learners through cool down to end the lesson</p>

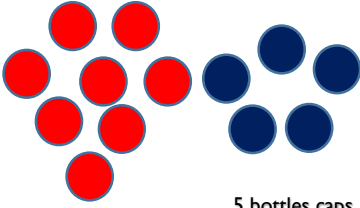
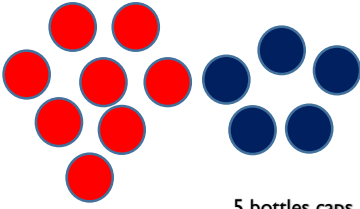
SCHEME OF LEARNING- WEEK 4


BASIC ONE

Name of School.....

Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B1	Class Size:		
Content Standard: B1.1.5.1 B1.2.2.1 B1.4.3.1 B1.5.4.1 B1.6.1.1.1.		Indicator: B1.1.5.1.1. B1.2.2.1.2. B1.4.3.1.1. B1.5.4.1.1. B1.6.1.1.1.	Lesson: 1 OF 1
Performance Indicator: A. Learners can dramatize stories heard B. Learners can recognize and produce letter names and sounds randomly C. Learners can match lower and upper case letters D. Learners can use the present tense of verbs to describe habitual actions E. Learners can read a variety of age – appropriate books and texts from print.			
References: English Language Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Revise learners RPK by asking them to sing previous songs taught. Play a variety of songs to learners; ranging from circular music, highlife to gospel etc. Have learners to sing other familiar songs they know.	<u>A. ORAL LANGUAGE</u> Begin the lesson with the narration of a familiar story. Have learners identify the characters in the story and their roles. Have learners role-play some specific characters in groups. Let learners talk about theirs and others' roles.	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
Tuesday	Flash out word cards for learners to make its sounds. Have learners to form a big circle. Display letter cards in the middle of the circle. Learners are to pick the letter cards in turns and make its sound.	<u>B. READING</u> Have learners play alphabet games to practice recognition of letter names at random. e.g. Lucky Dip game, Treasure Hunt. Let learners use letter cards to order the letters of the alphabet. Have learners find out which letter comes before the other, among a given set of letters, as a whole class, in groups, in pairs and individually. Select letters whose sound you intend to teach, e.g. two letters at a time. Say each sound first in context and then in isolation, e.g. ants-a	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

		Have learners repeat it after you.	
Wednesday	Bring a sand tray to class. Call out learners to make any pattern of their choice	<p align="center">C. WRITING</p> <p>Show a chart of letters (small and capital). e.g. A B C D E... a b c d e...</p> <p>Place letter cards (small and capital letters) on teacher's table.</p> <p>Put learners into groups and ask representatives of the groups to take turns to pick and match the letter cards to the letters on the chart. Those who are able to match them correctly win points for their groups and receive stars.</p> <p>Let learners write the letters in their books.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	Have learners to write their names, starting with capital letters	<p align="center">D. WRITING CONVENTIONS & GRAMMAR USAGE</p> <p>Introduce the activity and tell learners two things you do daily.</p> <p>Put learners in groups to talk about the things they do every day: e.g. I wash my face every morning.</p> <p>Write the two things you do in two simple sentences and read it out to learners.</p> <p>Have each learner write two of the habitual things they do. You may assist them with spelling.</p> <p>Invite each of them to present their work to the class for the class to react to the presentations.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	Have a variety of age appropriate books for learners to make a choice from.	<p align="center">E. EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Have learners to read and spell the key words on the board Learners to draw parts of the story they read</p>

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B1	Class Size:	Sub Strand: Number Operations	
Content Standard: B1.1.2.1 Develop a conceptual understanding of addition and subtraction		Indicator: B1.1.2.1.1 Demonstrate understanding of addition and subtraction	Lesson: 1 OF 1
Performance Indicator: Learners can demonstrate understanding of addition and subtraction		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square		
New words			
References: Mathematics Curriculum Pg. 6			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>Have learners to form a big circle. Everyone takes turns saying a number starting with 1, 2, 3 and so on. At every number with a 4 in it or a multiple of 4, that person needs to say BUZZ instead of the number. The next person just continues the series. For example; 1-2-3-buzz-5-6-7-buzz-9-10-11-buzz-13-14-15-buzz etc.</p> <p>You can choose any number that might be relevant and replace the buzz with another word.</p>	<p>Present given story problems orally to learners. For instance, - Sena has 8 bottle caps. She takes 5 more bottle caps from Kofi. How many bottle caps does Sena now have?</p>  <p>8 bottles caps 5 bottles caps</p> <p>Assessment: Have learners to practice with more examples.</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>
Tuesday	<p>Learners to play the “Ten green bottles sitting on the wall” game.</p> <p>Draw each number on separate cards, starting with the number 1 and ending with the number of the children available to play, and hang them on each child so they all can see it. The children will dance in a circle, holding hands singing the lyrics of the song. They will have to fall down one by one until all of them will lay down, each time they say the verse</p>	<p>Present given story problems orally to learners. For instance, - Sena has 8 bottle caps. She takes 5 more bottle caps from Kofi. How many bottle caps does Sena now have?</p>  <p>8 bottles caps 5 bottles caps</p> <p>Assessment: Have learners to practice with more examples.</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>

<p>Wednesday</p>	<p>Engage learners to sing the song</p> <p><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.</p>	<p>Present given story problems orally to learners. For instance, - Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left?</p>  <p>Assessment: Have learners to practice with more examples.</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>
<p>Thursday</p>	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board.</p>	<p>Read out a number of story problems to learners.</p> <p>Guide learners to indicate if the scenario in a story problem represents an addition or a subtraction and justifying the answer</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>
<p>Friday</p>	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board.</p>	<p>Create a story problem for subtraction or addition or for a given number sentence (+ and – within 20) - Daniel’s family have 6 electric bulbs in the house. Two of the bulbs are not working. How many bulbs can Daniel’s family use?</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity of matter	
Class: B1	Class Size:	Sub Strand: Living & Non Living Things	
Content Standard: B1.1.1.2: Understand the differences between living things, non-living things and things which have never been alive		Indicator: B1.1.1.2.3 Describe the differences between living and non-living things	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can describe the differences between living and non-living things 		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Pictures of Plants and animals in the environment		
New words			
References: Science Curriculum Pg. 21			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Let learners observe pictures of living and non- living things or go on an observational trip around the school community to observe living and non-living things.</p> <p>Learners mention the names of the specific living things and non-living things observed.</p> <p>Describe the differences between living and non- living things using think –pair share (focus on differences in movement, growth, feeding, reproduction).</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>Give reasons for grouping things into living and non-living.</p> <p>Learners reflect on what they have learnt about living and non- living things and answer questions like: What are examples of living things? What are examples of non- living things? In what ways are living things different from non-living things? Come out with differences between non-living things and things that are dead.</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>

Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All about us	
Class: B1	Class Size:	Sub Strand: My self	
Content Standard: B1.1.2.1. Demonstrate knowledge of self as a unique individual		Indicator: B1.1.2.1.1 Recognize individual characteristics as the basis of one's uniqueness	Lesson: 1 OF 1
Performance Indicator: • Learners can recognize individual characteristics as the basis of one's uniqueness		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Keywords			
References: OWOP Curriculum Pg. 3			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and recite rhymes <u>"If wishes were horses</u> If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!	Learners in groups identify and talk about their individual characteristics and accept themselves, bringing out their similarities and differences. Learners brainstorm on the importance of knowing and appreciating oneself. Learners say things about themselves with confidence and positive self-esteem	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Engage learners to sing songs and recite rhymes <u>Hot Cross Buns</u> Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Learners in groups identify and talk about their individual characteristics and accept themselves, bringing out their similarities and differences. Learners brainstorm on the importance of knowing and appreciating oneself. Learners say things about themselves with confidence and positive self-esteem.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God his creation and attributes	
Class: B1	Class Size:	Sub Strand: God the Creator	
Content Standard: B1. 1.1.1. Explain who the Creator is		Indicator: B1. 1.1.1.2: Mention the names of some of the things God created.	Lesson: 1 OF 1
Performance Indicator: • Learners can mention the names of some of the things God created.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words			
References: RME Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Engage learners with pictures, charts, video clips and songs showing some of the things God created: humankind, animals, trees, rivers, the sea and mountains. Let learners draw, color and model some of the things God created. Help learners to role play, recite rhymes and sing songs about some of the things God created.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: History as a Subject	
Class: B1	Class Size:	Sub Strand: Why & How We Study History	
Content Standard: BI.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life.		Indicator: BI.1.1.1.1 Explain that history deals with past human activities	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can explain that history deals with past human activities 		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
References: History Curriculum Pg. 2			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	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:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Performing Arts	
Class: B1	Class Size:	Sub Strand: Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: BI.2.2.2.1/ BI.2.2.3.1 Create own artworks based on performing artworks produced or performed in the local community	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can create own artworks based on performing artworks produced or performed in the local community 		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources		Photos, videos, art paper, colors and traditional art tools, other materials available in the community	
References: Creative Arts Curriculum Pg. 5			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners are to refresh their memory on music, dance and drama that are produced or found in the local community	Learners are to refresh their memory on music, dance and drama that are produced or found in the local community. Recall all kinds of music, dance, drama that reflect the history and culture of the people. Make decisions on how the performing artworks they plan to make or perform will reflect the history and culture or way of life of the people	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
	Have learners watch a performing art you intend to teach	Engage learners are to plan and perform basic dance movements and patterns based on dances performed in the local and community Select and use suitable and appropriate instruments and resources such as drums, shakers, rattles and whistles to create own music, dance and drama	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

Week Ending:	DAY:	Subject: Ghanaian Language
Duration: 60mins per lesson		Strand: Reading
Class: B1	Class Size:	Sub Strand: Pre Reading Activities
Content Standard: BI.2.1.1: Recognise and talk about objects at home and school.	Indicator: BI.2.1.1.1.-3 Recognize and discuss the items in the home and school.	Lesson: I OF I
Performance Indicator: • Learners can recognize and discuss the items in the home and school.		Core Competencies: Creativity and innovation, Communication and collaboration,
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 39		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play the crossword game 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.	Show some concrete items to learners and ask learners to mention the names. Write the names of some items in the home and school on a manila card. Lead learners to mention the items on the manila card.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Put learners into groups Write a list of items on the chalkboard by wrongly spelling them and allow students to self-correct them. Invite one person from each group to write their answers on the board	Draw some items in the home and school on a manila card. Show some concrete items that can be found in home and school. Lead learners to recognize the items by mentioning the names of the items and group them under the following: "School Items" and "Home Items". Lead learners to apply their knowledge on colors, shapes and sizes to discuss the items.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Engage learners to play the crossword game 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.	Learners should mention names of items in the home and school. Display some of the items in the class and call learners one by one to demonstrate how the item is used for. Lead learners through questions and answers to tell what each of the items are used for.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Physical Fitness	
Class: B1	Class Size:	Sub Strand: Flexibility	
Content Standard: Demonstrate knowledge of movement concepts		Indicator: B1.1.4.1.4: Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support. 		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Pictures and Videos		
References: PE Curriculum Pg. 13			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Begin the lesson with general and specific warm-ups after watching and discussing a video on the lesson with learners.	<p>Use the line of symmetry to symmetrical shape.</p> <p>Demonstrate to learners balancing oneself in momentary stillness in symmetrical by standing shoulder width apart with arms stretched sideways.</p> <p>Learners practice momentary stillness in symmetrical and asymmetrical shapes using body part.</p> <p>Let learners practice as individuals and in group at their own pace. Observe them practice, give positive back and motivate learners.</p> <p>End the lesson with cool down</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

SCHEME OF LEARNING- WEEK 5

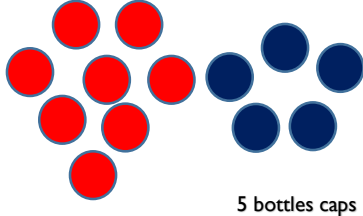
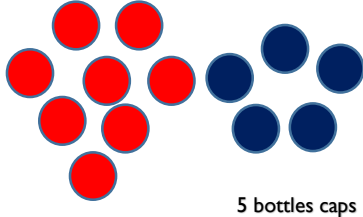
BASIC ONE

Name of School.....


Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B1	Class Size:		
Content Standard: B1.1.6.1 B1.2.2.1 B1.4.3.1 B1.5.4.1 B1.6.1.1		Indicator: B1.1.6.1.1. B1.2.2.1.2. B1.4.3.1.1. B1.5.4.1.2 B1.6.1.1.1.	Lesson: I OF I
Performance Indicator: A. Learners can use appropriate greetings for different times of the day B. Learners can recognize and produce letter names and sounds randomly C. Learners can match lower and upper case letters D. Learners can use the present tense of verbs to express the present state of things or situations E. Learners can read a variety of age – appropriate books and texts from print			
References: English Language Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing songs and recite rhymes <u>Row, Row, Row Your Boat"</u> Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.	<u>A. ORAL LANGUAGE</u> Revise daily greetings by having learners identify greeting times in the day. e.g. Morning-Good morning, Afternoon-Good afternoon, Evening-Good evening. Discuss the correct responses to these greetings. Let learners take turns to demonstrate greetings at different times of the day and also practice the appropriate responses. Discuss the importance of greetings.	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
Tuesday	Engage learners to sing songs and recite rhymes <u>Round and Round the Garden</u> Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.	<u>B. READING</u> Have learners play alphabet games to practice recognition of letter names at random. e.g. Lucky Dip game, Treasure Hunt. Let learners use letter cards to order the letters of the alphabet. Have learners find out which letter comes before the other, among a given set of letters. Select letters whose sound you intend to teach, e.g. two letters at a time.	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

		Say each sound first in context and then in isolation, e.g. ants-a	
Wednesday	Engage learners to sing songs and recite rhymes Sea shells She sells seashells by the seashore The shells she sells are surely seashells So if she sells shells on the seashore, I am sure she sell seashore shells	C. WRITING Show a chart of letters (small and capital). e.g. A B C D E... a b c d e... Place letter cards (small and capital letters) on teacher's table. Put learners into groups and ask representatives of the groups to take turns to pick and match the letter cards to the letters on the chart. Those who are able to match them correctly win points for their groups and receive stars. Let learners write the letters in their books.	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
Thursday	Engage learners to sing songs and recite rhymes Row, Row, Row Your Boat" Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.	D. WRITING CONVENTIONS & GRAMMAR USAGE Introduce the activity and demonstrate it. Guide learners with questions to describe the state of given things or situations, e.g. My bag is red.	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. EXTENSIVE READING 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

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B1	Class Size:	Sub Strand: Number Operations	
Content Standard: B1.1.2.1 Develop a conceptual understanding of addition and subtraction		Indicator: B1.1.2.1.1 Demonstrate understanding of addition and subtraction	Lesson: 1 OF 1
Performance Indicator: Learners can demonstrate understanding of addition and subtraction		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square		
New words			
References: Mathematics Curriculum Pg. 6			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>Have learners to form a big circle. Everyone takes turns saying a number starting with 1, 2, 3 and so on. At every number with a 4 in it or a multiple of 4, that person needs to say BUZZ instead of the number. The next person just continues the series. For example; 1-2-3-buzz-5-6-7-buzz-9-10-11-buzz-13-14-15-buzz etc.</p> <p>You can choose any number that might be relevant and replace the buzz with another word.</p>	<p>Present given story problems orally to learners. For instance, - Sena has 8 bottle caps. She takes 5 more bottle caps from Kofi. How many bottle caps does Sena now have?</p>  <p>8 bottles caps 5 bottles caps</p> <p>Assessment: Have learners to practice with more examples.</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>
Tuesday	<p>Learners to play the “Ten green bottles sitting on the wall” game.</p> <p>Draw each number on separate cards, starting with the number 1 and ending with the number of the children available to play, and hang them on each child so they all can see it. The children will dance in a circle, holding hands singing the lyrics of the song.</p>	<p>Present given story problems orally to learners. For instance, - Sena has 8 bottle caps. She takes 5 more bottle caps from Kofi. How many bottle caps does Sena now have?</p>  <p>8 bottles caps 5 bottles caps</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>

8 bottles caps

	They will have to fall down one by one until all of them will lay down, each time they say the verse	Assessment: Have learners to practice with more examples.	
Wednesday	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.	Present given story problems orally to learners. For instance, - Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left?  Assessment: Have learners to practice with more examples.	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. Randomly call learners to write a said number on the board.	Read out a number of story problems to learners. Guide learners to indicate if the scenario in a story problem represents an addition or a subtraction and justifying the answer	Review the lesson by giving learners several examples to solve Give learners task to solve at home.
Friday	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.	Create a story problem for subtraction or addition or for a given number sentence (+ and – within 20) - Daniel's family have 6 electric bulbs in the house. Two of the bulbs are not working. How many bulbs can Daniel's family use?	Review the lesson by giving learners several examples to solve Give learners task to solve at home.


Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity of matter	
Class: B I	Class Size:	Sub Strand: Materials	
Content Standard: B1.1.2.1 Recognize materials as important resources for providing human needs		Indicator: B1.1.2.1.1 Identify and name a variety of everyday materials in their immediate environment	Lesson: I OF I
Performance Indicator: Learners can identify and name a variety of everyday materials in their immediate environment		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Metals, woods plastics soil stones paper pencil crayons		
New words			
References: Science Curriculum Pg. 22			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Engage learners to go on nature walk and observe and collect materials present in their environment. <i>E.g. metals, wood, plastics, soil, glass, textiles, water and stone</i> In groups, learners observe, sort, identify and name materials collected. Guide learners to explain the basis of their classification.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Engage learners to go on nature walk and observe and collect materials present in their environment. <i>E.g. metals, wood, plastics, soil, glass, textiles, water and stone</i> In groups, learners observe, sort, identify and name materials collected. Guide learners to explain the basis of their classification.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Revise with learners to mention other examples of materials found in their environment. Reflect on what they have learnt and relate the lesson to everyday uses of the materials. Let learners draw and color some of the materials they have identified in their books.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.


Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All about us	
Class: B1	Class Size:	Sub Strand: My family and the community	
Content Standard: B1.1.3.1. Demonstrate understanding of one's relationship with others and the need for good interpersonal relationships		Indicator: B1.1.3.1.1. Identify persons closely related us and the need to relate well with others	Lesson: I OF I
Performance Indicator: Learners can recognize individual characteristics as the basis of one's uniqueness		Core Competencies: Communication and Cultural Identity	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
Keywords			
References: OWOP Curriculum Pg. 3			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and recite rhymes <u>"If wishes were horses</u> If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if it's and and's were pots and pans, The tinker would never work!	Learners mention the names of those who are closely related to them, e.g. parents, brothers, sisters, friends and teachers. Learners in groups, talk about the importance of interpersonal relationships and the need to accept everyone, irrespective of where the person comes from. Learners role play healthy relationship with family and friends.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Engage learners to sing songs and recite rhymes <u>Hot Cross Buns</u> Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Learners mention the names of those who are closely related to them, e.g. parents, brothers, sisters, friends and teachers. Learners in groups, talk about the importance of interpersonal relationships and the need to accept everyone, irrespective of where the person comes from. Learners role play healthy relationship with family and friends.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God his creation and attributes	
Class: B1	Class Size:	Sub Strand: God the Creator	
Content Standard: B1. 1.1.1. Explain who the Creator is		Indicator: B1.1.1.1.3 Examine some attributes of God.	Lesson: 1 OF 1
Performance Indicator: • Learners can examine some attributes of God.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words			
References: RME Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and recite rhymes <u>Ezekiel cried, "Dem dry bones!</u> Ezekiel cried, "Dem dry bones! Ezekiel cried, "Dem dry bones! "Oh, hear the word of the Lord The foot bone connected to the leg bone, The leg bone connected to the knee bone The knee bone connected to the thigh bone. The thigh bone connected to the back bone. The back bone connected to the neck bone, The neck bone connected to the head bone, Oh, hear the word of the Lord!	In groups, guide learners to talk about the attributes of God. Engage learners with pictures, charts, songs and role play to demonstrate attributes of God showing: <i>love to one another, truthfulness, kindness, patience, mercy, etc. at home, school and community.</i> Let learners role play the following activities: - home: family members caring for one another, - school: teachers and learners demonstrate care and love among themselves and - community: visits to the hospital and orphanage, etc.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: History as a Subject	
Class: B1	Class Size:	Sub Strand: Why & How We Study History	
Content Standard: B1.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life.		Indicator: B1.1.1.1.2 Describe how sources of historical evidence help us find out about past human activities	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can describe how sources of historical evidence help us find out about past human activities 		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: History Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to play games, sing songs and recite rhymes to begin the lesson.</p> <p>Using questions and answers review learners on the previous lesson.</p>	<p>Sing songs or recite rhymes related to celebrations such as birthdays, festivals and weddings as part of history.</p> <p>Sketch a scene depicting a birthday celebration.</p>  <p>Have learners to relate to the picture or sketch and talk about it.</p> <p>Explain to learners that as they relate they are talking about History (Past Events)</p> <p>Guide learners to build an album of themselves and family members, starting with earlier pictures and photographs to recent ones</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

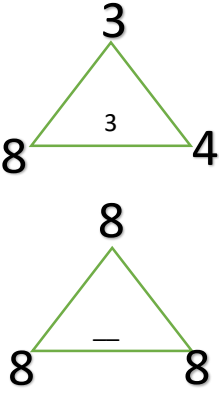
Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts	
Class: B1	Class Size:	Sub Strand: Displaying and Sharing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: B1.1.3.4.1/B1.1.3.5.1 Plan a display of own artworks that reflect the history and culture or way of life of people in the local community.	Lesson: 1 OF 1
Performance Indicator: • Learners can plan a display of own artworks that reflect the history and culture or way of life of people in the local community.		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
References: Creative Arts Curriculum Pg. 5			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Learners are to watch pictures on an exhibition that was held previously in their circuit.  Engage learners to discuss the need for displaying portfolio of own visual artworks. Plan a display of own portfolio of visual artworks to share, educate and inform the public on the history and culture of people in the local community.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Guide learners to make artworks on their own. It may include paintings, collage, paper work, drawings etc. Go round the class to ensure that learners are following the right orders. Learners to display portfolio of own visual artworks to educate and inform the public on the history and culture of people in the local community	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson

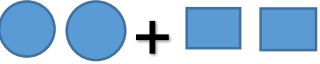

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Reading	
Class: B1	Class Size:	Sub Strand: Print concept	
Content Standard: BI.2.2.1: Demonstrate knowledge		Indicator: BI.2.2.1.1-2 Handle a book appropriately	Lesson: I OF I
Performance Indicator: • Learners can handle a book appropriately		Core Competencies: Creativity and innovation, Communication and collaboration,	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 40			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Demonstrate to learners how to handle books appropriately. Discuss with learners some of the inappropriate ways of handling a book. Example: folding a book, soiling the book with food, putting in water, etc. Let learners come out with reasons to handle books with care. Example: folding a book may break the spine	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Have learners to write letter patterns in the air. Engage learners to sing songs and dance to it	Revise with learners the previous lesson by telling them not to fold a book which may break the spine. Discuss with learners how to keep the print material neat. For instance, by not writing/ drawing in the book. Invite learners in turns to demonstrate how to handle books with care.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Demonstrate how reading is done holding the book appropriately for learners to observe. Learners demonstrate how reading is done holding the book correctly.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor skills and movement pattern	
Class: B1	Class Size:	Sub Strand: Rhythmic skills	
Content Standard: Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities		Indicator: B1.1.5.1.5 walk with the arms or hands stretched by sides	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can walk with the arms or hands stretched by sides 		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Pictures and Videos		
References: PE Curriculum Pg. 13			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners jog within demarcated area with their hands stretched sideways to imitate a flying bird to warm their body up.	<p>Demonstrate to learners how to walk with arms stretched sideways from one point to the other.</p> <p>Guide learners to walk with their hands stretched sideways as individuals and in a group but progress at their own pace.</p> <p>Observe them practice and give them feedback for motivation and correct mastery of skill.</p> <p>Assessment: Mark lines on the ground and let learners walk on them, make the active challenging and to prevent boredom.</p>	Take learners through cool down to end the lesson

		<p>In groups, let learners read out their words.</p> <p>Have learners form sentences with these rhyming words.</p>	
Wednesday	<p>Flash out word cards for learners to make its sounds.</p> <p>Have learners to form a big circle. Display letter cards in the middle of the circle. Learners are to pick the letter cards in turns and make its sound.</p>	<p>C. WRITING</p> <p>Have a picture of a friend or anybody and write at least three lines about the person. Paste this in a corner of the class. Have a chart of various objects labelled (e.g. objects at home in, the environment etc.) and post them on the walls of the classroom.</p> <p>Have learners go round to observe the pictures.</p> <p>In groups, let learners share their observations.</p> <p>Ask learners to draw and label three objects of their choice.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Engage learners to play “Back to the Board” game. Display word cards on the teachers table in front of the class.</p> <p>Group class into three or four. Invite each leader from the group in turns to face the class with his/her back to the board. Write a letter on the board for the others to make its sound. The leader then search through the word cards to identify the letter.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (using action words)</p> <p>Use the present tense continuous form of verbs.</p> <p>Endings are added to verbs to change the tense. The present continuous tense is formed with the subject plus the present particle form (-ing) of the main verb and the present continuous tense of the verb to be: am, is, are. e.g. i. <i>Henry is swimming</i> . ii. <i>Chantal is sweeping the classroom</i>. iii. <i>Esther is fighting</i>. iii. <i>Obeng and Edna are going to school</i>.</p> <p>Engage learners to use present tense continuous form of verbs to form simple sentences.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p>E. EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Have learners to read and spell the key words on the board Learners to draw parts of the story they read</p>

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B1	Class Size:	Sub Strand: Number Operations	
Content Standard: B1.1.2.2 Demonstrate an understanding of the concept of equality		Indicator: B1.1.2.2.1 Use objects and pictorial models to solve word problems involving joining, separating and comparing sets within 20	Lesson: I OF I
Performance Indicator: Learners can use objects and pictorial models to solve word problems involving joining, separating and comparing sets within 20		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square		
New words			
References: Mathematics Curriculum Pg. 6			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>Have learners to find the missing numbers</p> 	<p>Introduce the concept of equal to.</p> <p>Explain that equal to '=' means "the same as"</p> <p>Give practical examples to explain this to learners.</p> <p>Call out three girls and three boys. Let learners understand that the number of girls is equal to the number of boys. 3 girls = 3 boys.</p> <p>Learners are to use objects available to them to illustrate the concept</p> <p>Bring out and display objects to learners. Learners are to explore equality by using the objects.</p>	<p>What have we learnt today?</p> <p>Solving word problems using objects and pictorial models</p> <p>Review the lesson by giving learners home task to solve</p>
Tuesday	<p>Revise learners RPK by solving a few examples on word problems involving equal to =</p>	<p>Guide learners to identify if two quantities or groups of objects are equal or not and justifying answers. Use pictorial models to illustrate this concept.</p> <p>Group models (blocks) in colors.</p> <p>Have learners to determine which group is equal or not equal.</p> <p>have learners to count to determine the number of blocks in each group as justification</p> <p>Assessment: Have learners to practice with more examples</p>	<p>What have we learnt today?</p> <p>Solving word problems using objects and pictorial models</p> <p>Review the lesson by giving learners home task to solve</p>

<p>Wednesday</p>	<p>Engage learners to sing I'm counting one, what is one</p> <ul style="list-style-type: none"> • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Saviour 	<p>Have learners to use the symbol = to record equal relationships.</p> <p>Illustrate different relationships for learners to listen and observe.</p> <p>Have learners to analyze each relationship.</p> <p>Learners are to use equal to symbol to link the relationships</p>	<p>What have we learnt today?</p> <p>Solving word problems using objects and pictorial models</p> <p>Review the lesson by giving learners home task to solve</p>
<p>Thursday</p>	<p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>	<p>Have learners to Represent a pictorial or concrete equality in symbolic form.</p> <p>Use a symbol (____) to represent the unknown in an addition statement.</p> <p>Example: Group A</p>  <p>2 circles+ 2 squares=4</p> <p>Group B</p>  <p>3 stars + 1 triangle =4</p> <p>Conclude that, the objects in group A is equal to the objects in group B That is (2+2) = (3+1)</p> <p>Guide learners to solve more examples</p>	<p>What have we learnt today?</p> <p>Solving word problems using objects and pictorial models</p> <p>Review the lesson by giving learners home task to solve.</p>
<p>Friday</p>	<p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>	<p>Have learners to represent a pictorial or concrete equality in symbolic form Use a symbol (____) to represent the unknown in a subtraction statement</p> <p>Use pictorial objects to illustrate this learners.</p> <p>Have learners explore for themselves the objects available to them to establish the equality in symbolic form to represent unknown in subtraction statements.</p>	<p>What have we learnt today?</p> <p>Solving word problems using objects and pictorial models</p> <p>Review the lesson by giving learners home task to solve.</p>

Week Ending:	DAY:	Subject: Science
Duration: 60mins per lesson		Strand: Diversity of matter
Class: B1	Class Size:	Sub Strand: Materials
Content Standard: B1.1.2.1 Recognize materials as important resources for providing human needs	Indicator: B1.1.2.1.2 Describe and group materials by their appearance	Lesson: 1 OF 1
Performance Indicator: Learners can describe and group materials by their appearance		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	Metals, woods plastics soil stones paper pencil crayons	
New words		
References: Science Curriculum Pg. 22		


DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play a game of "I spy" with learners using riddles that describes the relative position of various object, e.g. "I spy something that is beside the chair, in front of the bookcase, etc.	Collect different materials from the school environment and bring them to class. Learners describe the appearance of the materials in terms of color, size, feel, length etc. Group materials based on their observable properties such as shape, size (big/small), color, texture ('rough', 'smooth', 'sticky' and 'grainy'), mass (heavy / light).	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Draw and color several objects/ materials based on their appearance such as color and shape. Display their drawings for class observation and talk about them. Relate the lesson with everyday experiences (appearance and properties of common items).	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All about us	
Class: B1	Class Size:	Sub Strand: My family and the community	
Content Standard: B1.1.3.1. Demonstrate understanding of one's relationship with others and the need for good interpersonal relationships		Indicator: B1.1.3.1.1 Identify persons closely related to us and the need to relate well with others	Lesson: I OF I
Performance Indicator: <ul style="list-style-type: none"> Learners can identify persons closely related to us and the need to relate well with others 			Core Competencies: Communication and Cultural Identity
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Keywords			
References: OWOP Curriculum Pg. 3			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play a game of "I spy" with learners using riddles that describes the relative position of various object, e.g. "I spy something that is beside the chair, in front of the bookcase, etc.	Learners mention the names of those who are closely related to them, e.g. parents, brothers, sisters, friends and teachers. Learners in groups, talk about the importance of interpersonal relationships and the need to accept everyone, irrespective of where the person comes from. Learners role play healthy relationship with family and friends.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Learners mention the names of those who are closely related to them, e.g. parents, brothers, sisters, friends and teachers. Learners in groups, talk about the importance of interpersonal relationships and the need to accept everyone, irrespective of where the person comes from. Learners role play healthy relationship with family and friends.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God his creation and attributes	
Class: BI	Class Size:	Sub Strand: God the Creator	
Content Standard: BI. 1.1.1. Explain who the Creator is		Indicator: BI.1.1.1.3: Examine some attributes of God.	Lesson: 1 OF 1
Performance Indicator: • Learners can examine some attributes of God.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
New words			
References: RME Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and recite rhymes <u>Ezekiel cried, "Dem dry bones!</u> Ezekiel cried, "Dem dry bones! Ezekiel cried, "Dem dry bones! " Oh, hear the word of the Lord The foot bone connected to the leg bone, The leg bone connected to the knee bone The knee bone connected to the thigh bone. The thigh bone connected to the back bone. The back bone connected to the neck bone, The neck bone connected to the head bone, Oh, hear the word of the Lord!	In groups, guide learners to talk about the attributes of God. Engage learners with pictures, charts, songs and role play to demonstrate attributes of God showing: <i>love to one another, truthfulness, kindness, patience, mercy, etc. at home, school and community.</i> Let learners role play the following activities: - home: family members caring for one another, - school: teachers and learners demonstrate care and love among themselves and - community: visits to the hospital and orphanage, etc.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: History as a Subject	
Class: B1	Class Size:	Sub Strand: Why & How We Study History	
Content Standard: B1.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life.		Indicator: B1.1.1.1.2 Describe how sources of historical evidence help us find out about past human activities	Lesson: 1 OF 1
Performance Indicator: • Learners can describe how sources of historical evidence help us find out about past human activities		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: History Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to play games, sing songs and recite rhymes to begin the lesson.</p> <p>Using questions and answers review learners on the previous lesson.</p>	<p>Sing songs or recite rhymes related to celebrations such as birthdays, festivals and weddings as part of history.</p> <p>Sketch a scene depicting a wedding celebration.</p>  <p>Have learners to relate to the picture or sketch and talk about it.</p> <p>Explain to learners that as they relate they are talking about History (Past Events)</p> <p>Guide learners to build an album of themselves and family members, starting with earlier pictures and photographs to resent ones</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending:	DAY:	Subject: Creative Arts
Duration: 60mins per lesson		Strand: Performing Arts
Class: B1	Class Size:	Sub Strand: Displaying And Sharing
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: BI 2.3.4.1 Plan a display of own artworks to reflect the history and culture or way of life of the people
Performance Indicator: <ul style="list-style-type: none"> Learners can plan a display of own artworks to reflect the history and culture or way of life of the people 		Lesson: I OF I
Core Competencies: Decision Making Creativity, Innovation Communication		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 18		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Learners are to watch pictures of performances that reflect the history and culture of the Ghanaian people.</p> <p>Let learners talk about the pictures and tell the class the part of the pictures that interest them most.</p> <p>Learners to perform parts of the video in groups.</p> <p>Discuss the need for performing compositions of own music, dance, drama, poetry, etc.</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 the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Guide learners to plan a display of portfolio of own music, dance or drama</p> <p>Have learners talk about how they felt performing their own compositions.</p> <p>Learners to talk about <i>i. what they learnt from the performance of other groups.</i> <i>ii. what other things they would want to do to improve upon their compositions.</i></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>

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Reading	
Class: BI	Class Size:	Sub Strand: Phonological and phonemic awareness	
Content Standard: BI.2.3.1: Demonstrate knowledge on hearing, recognizing and differentiating sounds in spoken words.		Indicator: BI.2.3.1.1-2 Recognize the location of individual sounds in one and two-syllable words	Lesson: I OF I
Performance Indicator: • Learners can recognize the location of individual sounds in one and two-syllable words		Core Competencies: Creativity and innovation, Communication and collaboration,	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 41			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Write the letters of the alphabet on the board. Teach learners the corresponding sounds. Assist learners to recognize the individual sounds in one-syllable and two syllable words. One-syllable E.g. Go, come, eat, etc. Two syllable E.g. Paddle, cradle, parrot, carrot, bucket, corner etc.	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Write the letters of the alphabet on the board. Teach learners the corresponding sounds. Assist learners to recognize the individual sounds in one-syllable and two syllable words. One-syllable E.g. Go, come, eat, etc. Two syllable E.g. Paddle, cradle, parrot, carrot, bucket, corner etc.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them.	Write rhyming words on the board. Say them aloud for learners to repeat. Lead learners to create rhyming words with one and two syllable words.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

		Let learners write the rhyming words on the board. Put learners in groups and do creating rhyming words game among the groups.	
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Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor Skills And Movement Pattern	
Class: B I	Class Size:	Sub Strand: Rhythmic Skills	
Content Standard: Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities		Indicator: B1.1.6.1.6: strike a light ball upward continuously, using arms, hands, and feet.	Lesson: I OF I
Performance Indicator: • Learners can strike a light ball upward continuously, using arms, hands, and feet.		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Pictures and Videos		
References: PE Curriculum Pg. 13			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners jog within demarcated area with their hands stretched sideways to imitate a flying bird to warm their body up.	<p>After general and specific warm-ups, demonstrate to learners how to strike a ball continuously with their hands and feet by: Hang light balls on a cross bar</p> <p>Stand in front and strike the ball upwards continuously as it moves back to your reach with hands and later with feet.</p> <p>Guide learners to practice as individuals and in groups at their own pace.</p> <p>Let the advance learners toss balls after mastering the skill with the hang balls strike it with their hands and later with their feet continuously.</p> <p>Assessment: Organize mini football or volleyball for learners to apply the skills for fun and enjoyment</p>	Take learners through cool down to end the lesson

SCHEME OF LEARNING- WEEK 7

BASIC ONE

Name of School.....

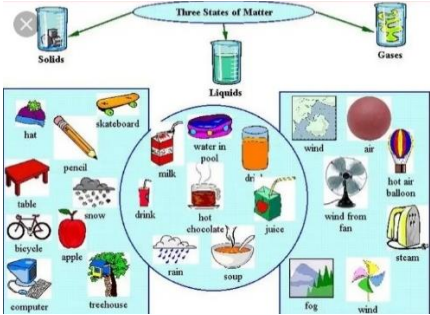
Date:		DAY:		Subject: English Language	
Duration:				Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B1		Class Size:			
Content Standard: B1.1.6.1 B1.2.6.1 B1.4.5.1 B1.5.5.1 B1.6.1.1			Indicator: B1.1.6.1.2 B1.2.6.1.1. B1.4.5.1.1. B1.5.5.1.1. B1.6.1.1.1.		Lesson: 1 OF 1
Performance Indicator: A. Learners can describe the home, people or places B. Learners can read level-appropriate sight words and use many of them in meaningful sentences C. Learners can make a list of objects in the school D. Learners can identify adjectives and use them to describe self and other people E. Learners can read a variety of age – appropriate books and texts from print					
References: English Language Curriculum Pg.					
DAYS	PHASE 1: STARTER	PHASE 2: MAIN		PHASE 3: REFLECTION	
Monday	Flash out word cards for learners to make its sounds. Have learners to form a big circle. Display letter cards in the middle of the circle. Learners are to pick the letter cards in turns and make its sound.	<p style="text-align: center;">A. <u>ORAL LANGUAGE</u></p> <p>Welcome children and have them sit in a semi-circle. Greet them and introduce the topic for discussion. Use the Community Circle Time Strategy.</p> <p>Learners are provided with an opportunity to interact freely with the teacher and peers, starting with greetings.</p> <p>Have learners use appropriate responses and non-verbal language (body language and facial expression) as they greet each other.</p> <p>Show pictures of homes, people and places and have learners think-pair-share their observation with the person sitting next to them and with the class</p>		<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>	
Tuesday	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	<p style="text-align: center;">B. <u>READING</u></p> <p>Introduce the appropriate sight words beginning with the commonest. Write them on the board, e.g. chair, table, child, etc.</p> <p>Use the word “tree” to teach the sight words. Have learners repeat the words aloud.</p>		<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>	

		<p>Have learners use the sight words in meaningful sentences.</p> <p>Tell a story and have learners identify sight words in the story.</p> <p>Have learners use the sight words in meaningful sentences, e.g. determiners - the: The boy is my friend.</p>	
Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE TOMMY TITTLEMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.</p>	<p>C.WRITING</p> <p>Guide learners with questions to talk about the various areas or places in the school e.g. head teacher's office, canteen etc.</p> <p>Put learners into groups. Let each group choose a name for their group and an area or place they want to work on.</p> <p>Let each group list the objects found in the place of their choice.</p> <p>Have a big chart on the wall and copy their lists on the chart. Let groups take turns to edit their work.</p> <p>Let learners copy the edited words into their books</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>D.WRITING CONVENTIONS & GRAMMAR USAGE</p> <p>Have learners read level-appropriate texts describing people.</p> <p>Put learners in groups to discuss the texts read. Provide questions to help them identify the descriptive words.</p> <p>Have learners write simple sentences to describe themselves, using the descriptive words identified.</p> <p>Have learners write parallel sentences to describe their friends.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B1	Class Size:	Sub Strand: Number Operations	
Content Standard: B1.1.2.2 Demonstrate an understanding of the concept of equality		Indicator: B1.1.2.2.2 Use relationship between addition and subtraction to demonstrate understanding of equality for numbers within 20	Lesson: 1 OF 1
Performance Indicator: Learners can use relationship between addition and subtraction to demonstrate understanding of equality for numbers within 20		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Counters, bundle and loose straws base ten cut square	
New words			
References: Mathematics Curriculum Pg. 7			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
MON	Engage learners to Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number	Demonstrate an understanding of the relationship between addition and subtraction by: i. transforming a subtraction as an equivalent addition For example, $10 - 8$ is the same as identifying the number that must be added to 8 to make 10. That is $10 - 8 = \text{What?}$ Means $8 + \text{What?} = 10$. Guide learners to practice with more examples	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
TUES	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.	Demonstrate an understanding of the relationship between addition and subtraction by: i. transforming a subtraction as an equivalent addition For example, $20 - 12$ is the same as identifying the number that must be added to 12 to make 20. That is $20 - 12 = \text{What?}$ Means $12 + \text{What?} = 20$ Guide learners to practice with more examples	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
WED	Engage learners to Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10).	Demonstrate an understanding of the relationship between addition and subtraction by: i. transforming an addition as an equivalent subtraction	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

	Learners then show their fingers up to show the number	<p>For example, $8 - \square = 6$ is the same as identifying the number that must be added to 6 to make 8. That is $6 + \text{what} = 8$</p> <p>Guide learners to practice with more examples</p>	
THURS	<p>Engage learners to sing the song <u>WE CAN COUNT</u></p> <p>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.</p>	<p>Demonstrate an understanding of the relationship between addition and subtraction by: i. transforming an addition as an equivalent subtraction</p> <p>For example, $8 - \square = 6$ is the same as identifying the number that must be added to 6 to make 8. That is $6 + \text{what} = 8$</p> <p>Guide learners to practice with more examples</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity of matter	
Class: B I	Class Size:	Sub Strand: Materials	
Content Standard: B1.1.2.2 Know that substances can exist in different physical state		Indicator: B1.1.2.2.1 Identify and classify materials as solid, liquid or gas	Lesson: I OF I
Performance Indicator: Learners can Identify and classify materials as solid, liquid or gas		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Metals, woods plastics soil stones paper pencil crayons	
New words			
References: Science Curriculum Pg. 23			


DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners explore and list materials they see in their environment.</p>  <p>In groups, sort the materials into solid, liquid or gas.</p> <p>To demonstrate the presence of gas, learners can use paper cards /sheets of paper and wave them across their faces.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>In groups learners sort different substances into the solid, liquid or gaseous states with reasons.</p> <p>Each group presents their work to the whole class for discussions.</p> <p>Learners answer the following questions: What makes a solid different from a liquid? How is a liquid different from a gas?</p> <p>Learners can be engaged in more activities to investigate and identify substances in the solid, liquid and gaseous states. E.g. inflating balloon, breathing in and out.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All about us	
Class: B1	Class Size:	Sub Strand: Home & School	
Content Standard: B1.1.4.1. Demonstrate understanding of the place you call home		Indicator: B1.1.4.1. 1. Describe and show direction to their home	Lesson: 1 OF 1
Performance Indicator: • Learners can describe and show direction to their home		Core Competencies: Communication and Cultural Identity	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
Keywords			
References: OWOP Curriculum Pg. 4			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Engage Learners in a warm up- directions.</p> <p>On the board, draw a rough map of the neighborhood, just a few streets and the school.</p> <p>Ask “where is the school?”</p> <p>Have learners to come to the map in turns and point it out.</p> <p>Ask learners to locate other landmarks on the map.</p> <p>Have learners to draw and label your map.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Introduce to learners the “directions vocabulary”</p> <p>That is ‘right’ and ‘left’. Teach and demonstrate their meanings to learners with the proper pronunciation.</p> <p>Ask learners to do some choral repetition. Call on learners to model pronunciation in order to check their progress on the level and do some quick comprehension test.</p> <p>Ask learners to “Turn right” or “Turn left” with a demonstration.</p> <p>Invite learners in turns and groups, by instructing them to “turn right, turn left” or “turn right, turn right, turn left” etc.</p> <p>The group that gets all directions correctly wins.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

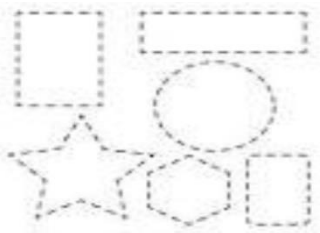
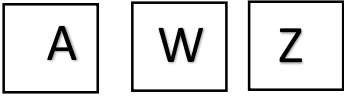
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Introduce to learners some “directional phrase”</p> <ul style="list-style-type: none"> -turn right/left -go straight -you will see it on the right/left. -go across (the school, the park, the post office) -its next to (the school, the park, the post office) <p>Guide learners to explain each of the phrase and lead some pronunciation practice exercise.</p> <p>Call out learners to give directions to their various homes using the “directions vocabulary and phrases”</p> <p>Have Learners sketch the direction to their homes on paper.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
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Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: Religious Practices	
Class: BI	Class Size:	Sub Strand: Religious Worship	
Content Standard: BI.2.1.1. Demonstrate the understanding of religious worship		Indicator: BI 2.1.1.1 Name the three main types of worship in Ghana	Lesson: I OF I
Performance Indicator: • Learners can examine some attributes of God.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words			
References: RME Curriculum Pg. 3			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners to sing songs and recite familiar rhymes in relation to the lesson</p> <p><u>I AM A CHRISTIAN</u> I am a C I am a CH I am a CHRISTIAN And I am CHRISTIAN in my heart. And I will LIVE forever</p>	<p>Show pictures, video clips of people worshipping among the three main religions in Ghana. - Christian worship, - Islamic worship and - Traditional worship.</p> <p>Have learners to mention the various religions they belong to.</p> <p>Have learners to demonstrate some of the acts of worship of their religions.</p> <p>Assessment: Let learners role-play the act of worship in the three main religions in Ghana</p>	<p>What have we learnt today?</p> <p>The three main types of worship in Ghana</p> <p>Have learners to summarize the main points in the lesson.</p> <p>Review the lesson, and have them to appreciate the act of worship of the three religions despite their own worship.</p>

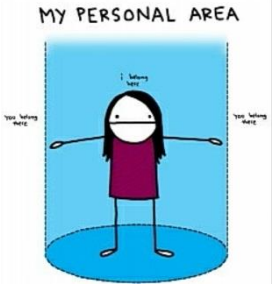
Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: History as a Subject	
Class: B1	Class Size:	Sub Strand: Why & How We Study History	
Content Standard: B1.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life.		Indicator: B1.1.1.1.2 Describe how sources of historical evidence help us find out about past human activities	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can describe how sources of historical evidence help us find out about past human activities 		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
References: History Curriculum Pg. 2			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Have learners to Identify any activity performed in the past which has not been performed again. E.g. independence day celebrations</p>  <p>Have learners to List any past events they have witnessed</p> <p>Learners to Explain those events since those activities were performed in the past, they qualify to be called history</p> <p>Learners sing a song, recite a rhyme or watch a documentary of any past activity.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts	
Class: BI	Class Size:	Sub Strand: Appreciating and Appraising	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: BI.1.4.6.1/BI.1.4.7.1 Agree on guidelines for viewing and expressing feelings and thoughts about own and others' displayed visual artworks.	Lesson: 1 OF 1
Performance Indicator: • Learners can agree on guidelines for viewing and expressing feelings and thoughts about own and others' displayed visual artworks.		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
References: Creative Arts Curriculum Pg. 24			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Appreciating in art is the ability of people to look at a work of art and understand how the work was made.</p> <p>Explain to learners the guidelines and have them agree to it.</p> <ul style="list-style-type: none"> ➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i> ➤ The subject matter: <i>this stage talks about the meaning of the work.</i> ➤ Appraisal: <i>this stage talks of the use of the artwork.</i> ➤ Experience to share: <i>this stage talks about the design process</i> 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson</p>	<p>Learners are to display selected works that reflect the history and culture of the people of Ghana.</p> <p>Talk about the works dispassionately using the developed guidelines.</p> <p>Use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks.</p> <p>Record the activity and share using a social media platform accepted by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp).</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt.</p>

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Writing	
Class: B1	Class Size:	Sub Strand: Penmanship	
Content Standard: B1.3.1.1: Make given patterns, trace and draw various objects; model various objects that interest them.		Indicator: B1.3.1.1-3 Control wrist in letter writing and pattern drawing.	Lesson: 1 OF 1
Performance Indicator: • Learners can control wrist in letter writing and pattern drawing.		Core Competencies: Creativity and innovation, Communication and collaboration,	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 49			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners in the “What letter am I writing? Game” The teacher writes a letter sound in the air. The children tell the teacher the sound that has been written.	Using a sand tray, demonstrate to learners the correct way of moving the wrist when writing letters and drawing patterns. Call learners one by one to write the letters and draw patterns in the sand tray while you control them. Make sure they move their wrist correctly.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Engage learners in the “What letter am I writing? Game” The teacher writes a letter sound in the air. The children tell the teacher the sound that has been written.	Draw broken lines on papers. Give the papers to learners and lead them to trace the broken lines to form shapes.  Let each learner show his/her work to the class and discuss	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Engage learners in the “What letter am I writing? Game” The teacher writes a letter sound in the air. The children tell the teacher the sound that has been written.	Write the letters of the alphabet on a manila card and show it to learners.  Lead learners to practice how to write letter patterns in continuous form. Display letter cards on the teachers table. Using a sand tray, call out learners in turns to pick letter cards and write it.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Movement Concepts	
Class: B1	Class Size:	Sub Strand: Space Awareness	
Content Standard: Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities		Indicator: BI.2.1.2.1: Identify personal space	Lesson: 1 OF 1
Performance Indicator: • Learners can identify personal space		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Pictures and Videos		
References: PE Curriculum Pg. 11			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide learners to understand the meaning of personal space.</p> <p><i>A personal space is your immediate space you take up within the general space</i></p> <p><i>For our safety, it's important that we move within the general space without bumping, pushing, or invading each other's personal space.</i></p> <p>To teach learners personal space, use the "helicopters" method. Have learners to stand, spread out and extend their arms out to the side and rotate their body back and forth.</p> <p>While you doing this, you shouldn't touch anyone or anything.</p>  <p>Take learners through a short general warm up exercise to demonstrate their personal space using the "helicopters" method.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

SCHEME OF LEARNING- WEEK 8



BASIC ONE




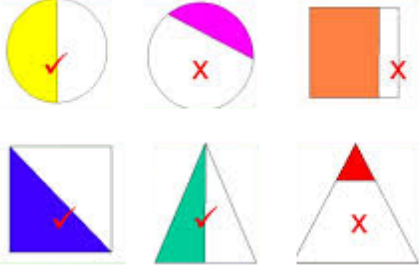
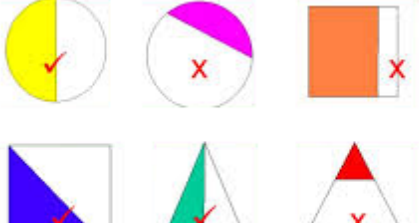
Name of School.....

Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B1	Class Size:		
Content Standard: B1.1.7.1 B1.2.6.1 B1.4.5.1 B1.5. 5.1 B1.6.1.1		Indicator: B1.1.7.1.1. B1.2.6.1.1. B1.4.5.1.2. B1.5. 5.1.1. B1.6.1.1.1.	Lesson: 1 OF 1
Performance Indicator: A. Learners can listen to and reproduce narrative texts. B. Learners can read level-appropriate sight words and use many of them in meaningful sentences C. Learners can write simple familiar words. D. Learners can identify adjectives and use them to describe self and other people. E. Learners can read a variety of age – appropriate books and texts from print			
References: English Language Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing songs and recite familiar rhymes <u>LITTLE POLLY FLINDERS</u> Little Polly flinders Sat among the cinders Warming her pretty little toes! Her mother came and caught her, And whipped her little daughter, For spoiling her nice new clothes.	A. ORAL LANGUAGE <i>(Listening comprehension Pg.11)</i> Activate the previous knowledge of the learners by making them think-pair-share with their friends, the cover illustrations and pictures accompanying the story. Have them predict the story. Read a story. Pause at vantage points and have learners talk about the content of the text. Have the learners answer simple questions based on the text. Have them role-play the events in the story.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. Have learners to read and spell the key words on the board
Tuesday	Have learners to sing songs and recite familiar rhymes they know. <u>LITTLE TEA POT</u> I am a little tea pot Standing on the table This is my handle and this is my spout If you want a cup of tea, just pour me out ^{x2}	B. READING <i>(vocabulary Pg.23)</i> Have learners repeat the sight words aloud. Have learners use the sight words in meaningful sentences. Tell a story and have learners identify sight words in the story. Have learners use the sight words in meaningful sentences, e.g. the: The boy is my friend.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. Have learners to read and spell the key words on the board
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING <i>(Writing simple sentence Pg.32)</i>	Ask learners to tell you what they have learnt and what

	<p><u>HEAD SHOULDERS KNEES AND TOES</u> Head shoulders knees and toes, Knees and toes Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes.</p>	<p>Let learners mention their favorite game.</p> <p>Let learners select one game and talk about the how it is played. E.g. Football</p> <p>Write some keywords related to the game on the board.</p> <p>Let them then work as individuals, choose their own game and write the rules. Let learners do peer editing.</p>	<p>they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>THERE WAS A JOLLY MILLER ONCE</u> There was a jolly miller once Lived on the river Dee He worked and sang from morn till night, No lark as blithe as he, And this the burden of his song</p>	<p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Using adjectives Pg.36)</i></p> <p>Have learners write simple sentences to describe themselves, using the descriptive words identified.</p> <p>Have learners write parallel sentences to describe their friends.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Friday	<p>Engage learners to recite a few rhymes with actions</p> <p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p>E. <u>EXTENSIVE READING</u></p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Learners to draw parts of the story they read</p>

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B1	Class Size:	Sub Strand: Fractions	
Content Standard: B1.1.3.1 Develop an understanding of halves using concrete and pictorial representations		Indicator: B1.1.3.1.1 understand the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into two equal parts.	
Performance Indicator: Learners can understand the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into two equal parts.		Lesson: 1 OF 1	
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;			
Teaching/ Learning Resources		Paper strips, cut out cards	
New words			
References: Mathematics Curriculum Pg. 11			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number	Show to learners a variety of more concrete shapes. Have learners to realize that halving means splitting into 2 equal parts. Have learners to know that to halve a shape, you must make sure that it is split in the middle. This teaches the child that halving must be fair and that both halves must look the same. Use concrete objects to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts  <p style="text-align: center;">One whole one half</p> Assessment: Present learners with several concrete objects to demonstrate the concept of halving	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	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.	Use pictorial representations to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts. Give out paper strips to learners for them to observe  Have learners to tell the two colors in the paper strips. Learners to cut off the box colored with yellow	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.


		 Yellow strip- (one quantity)  Red strip- (one quantity) Here, learners can tell half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts. Assessment: have Learners to explore with several pictorial representations to demonstrate the concept of half.	
Wednesday	Engage learners to sing <u>WE SHALL HAMMER</u> •We shall hammer with one hammer (learners to show one hand), hammer with one hammer, hammer with one hammer we all do the same. •We shall hammer with two hammers, hammer with two hammers, and hammer with two hammers we all do the same. <i>(continue to any desired number)</i>	Use pictorial representations to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts.  Create as many “double bugs” as you can to demonstrate the concept of halving. Assessment: Have learners to explore with the bugs to come out with fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Thursday	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.	Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves 	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Friday	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.	Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves 	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity of matter	
Class: B1	Class Size:	Sub Strand: Materials	
Content Standard: B1.1.2.3 Understand mixtures, the types, their formation, uses and ways of separating them into their components		Indicator: B1.1.2.3.1 Demonstrate understanding that a mixture is two or more objects or materials put together	Lesson: 1 OF 1
Performance Indicator: Learners can demonstrate understanding that a mixture is two or more objects or materials put together		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Gari, sand, water, saw dust, milo, salt, sugar, milk powder		
New words			
References: Science Curriculum Pg. 23			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it. The student who guess right wins, and hence introduce the lesson.	Present several different materials to the groups such as gari, sand, water, saw dust, milo, salt, sugar, milk powder, etc. Learners work in groups to combine the materials in any proportion, two at a time, e.g. gari and sand; milo and milk powder; sugar and water etc. and describe what happens in each case.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board.
	Revise with learners on how to combine materials to form mixtures.	Learners find-out whether the products they have formed are the same as the individual materials. In groups, learners give names to the combinations they have formed. Provide learners with samples of mixtures, e.g. A mixture of different colored beads, a mixture of chocolate pellets of different colors to separate.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board.

Week Ending:		DAY:		Subject: OWOP	
Duration: 60mins per lesson				Strand: All about us	
Class: B1		Class Size:		Sub Strand: Home & School	
Content Standard: B1.1.4.1. Demonstrate understanding of the place you call home			Indicator: B1.1.4.1.1. Describe and show direction to their home		Lesson: 1 OF 1
Performance Indicator: • Learners can describe and show direction to their home				Core Competencies: Communication and Cultural Identity	
Teaching/ Learning Resources		Pictures, Charts, Video Clips			
Keywords					
References: OWOP Curriculum Pg. 4					
DAYS	PHASE 1: STARTER	PHASE 2: MAIN		PHASE 3: REFLECTION	
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Engage Learners in a warm up- directions.</p> <p>On the board, draw a rough map of the neighborhood, just a few streets and the school.</p> <p>Ask “where is the school?”</p> <p>Have learners to come to the map in turns and point it out.</p> <p>Ask learners to locate other landmarks on the map.</p> <p>Have learners to draw and label your map.</p>		<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>	
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Introduce to learners the “directions vocabulary”</p> <p>That is ‘right’ and ‘left’. Teach and demonstrate their meanings to learners with the proper pronunciation.</p> <p>Ask learners to do some choral repetition. Call on learners to model pronunciation in order to check their progress on the level and do some quick comprehension test.</p> <p>Ask learners to “Turn right” or “Turn left” with a demonstration.</p> <p>Invite learners in turns and groups, by instructing them to “turn right, turn left” or “turn right, turn right, turn left” etc.</p>		<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>	

		The group that gets all directions correctly wins.	
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Introduce to learners some “directional phrase”</p> <ul style="list-style-type: none"> -turn right/left -go straight -you will see it on the right/left. -go across (the school, the park, the post office) -its next to (the school, the park, the post office) <p>Guide learners to explain each of the phrase and lead some pronunciation practice exercise.</p> <p>Call out learners to give directions to their various homes using the “directions vocabulary and phrases”</p> <p>Have Learners sketch the direction to their homes on paper.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: Religious Practices	
Class: BI	Class Size:	Sub Strand: Religious Worship	
Content Standard: BI.2.1.1. Demonstrate the understanding of religious worship		Indicator: BI 2.1.1.1 Name the three main types of worship in Ghana	Lesson: I OF I
Performance Indicator: • Learners can examine some attributes of God.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
New words			
References: RME Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners to sing songs and recite familiar rhymes in relation to the lesson</p> <p><u>I AM A CHRISTIAN</u> I am a C I am a CH I am a CHRISTIAN And I am CHRISTIAN in my heart. And I will LIVE forever</p>	<p>Show pictures, video clips of people worshipping among the three main religions in Ghana. - Christian worship,</p>  <p><i>Christian worship involves praising God in music and speech, readings from the Bible, prayers of various sorts, a sermon and various holy ceremonies.</i></p> <p>Have learners to mention the various religions they belong to.</p> <p>Have learners to demonstrate some of the acts of worship of their religions.</p> <p>Assessment: Let learners role-play the act of worship in the three main religions in Ghana</p>	<p>What have we learnt today?</p> <p>The three main types of worship in Ghana</p> <p>Have learners to summarize the main points in the lesson.</p> <p>Review the lesson, and have them to appreciate the act of worship of the three religions despite their own worship.</p>

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: History as a Subject	
Class: B1	Class Size:	Sub Strand: Community History	
Content Standard: B1.1.4.2. Recount history about their communities.		Indicator: B1.1.4.2.1 State the similarities and differences between the communities where learners live	Lesson: 1 OF 1
Performance Indicator: • Learners can state the similarities and differences between the communities where learners live		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: History Curriculum Pg. 3			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc.</p> <p>Learners list the names of historical sites starting with the oldest to the most recent</p> <p>Assessment: have learners sort out historical pictures and relate to the pictures</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners sketch what they have seen on their visit</p> <p>Compare sketches drawn with pictures of historical sites from other communities</p> <p>Learners discuss their sketches bringing out similarities and differences in the sites they visited</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending:	DAY:	Subject: Creative Arts
Duration: 60mins per lesson		Strand: Performing Arts
Class: B1	Class Size:	Sub Strand: Appreciating and Appraising
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: B1.2.4.6.1/B1.2.4.7.1 use the agreed guidelines to examine and derive meaning from own and others' displayed performing artworks.
Performance Indicator: • Learners can use the agreed guidelines to examine and derive meaning from own and others' displayed performing artworks.		Lesson: 1 OF 1
Core Competencies: Decision Making Creativity, Innovation Communication		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools,	
References: Creative Arts Curriculum Pg. 24		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Use questions and answers to revise the previous lesson with learners.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>The easiest way to understand and appreciate a performance is to develop a relevance and appropriate criteria or checklist</p> <p>Guide learners to create a checklist or criteria for appreciating and appraising a performance;</p> <ul style="list-style-type: none"> ➤ Creative process ➤ Subject matter ➤ Selection and use of instruments and elements ➤ Styles and techniques ➤ Originality or creativity ➤ Use of space ➤ Selection and use of costumes ➤ Symbolism and cultural relevance ➤ Aesthetic qualities ➤ suitability 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	<p>Show pictures of people performing dance to learners'</p> <p>let learners observe and talk about the pictures</p>	<p>Lead a discussion to explain the criteria with learners.</p> <p>Now let learners use the checklist to appreciate and appraise a previous art performance in class.</p> <p>Put learners into groups of 2 or 3 depending on the size of the class.</p> <p>Invite each group to perform the dance as others will be observing.</p> <p>Set up a three member judge to use the checklist or criteria to appraise the performance of each group.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Grammar Usage	
Class: BI	Class Size:	Sub Strand: Labelling items in the environment	
Content Standard: BI.3.3.1: Show an understanding of combining strokes to form shapes of letters of the alphabet and copying simple words name of people and places.		Indicator: BI.3.3.2.1 Label and mention items in the classroom/environment.	Lesson: I OF I
Performance Indicator: • Learners can label and mention items in the classroom/environment.		Core Competencies: Creativity and innovation, Communication and collaboration,	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 52			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the lesson	Draw some of the items in the classroom and the environment on the board. Ask learners to label the items and tell their uses. Guide learners to mention the items one by one	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Write words on the board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Draw some of the items in the classroom and the environment on the board. Ask learners to label the items and tell their uses. Guide learners to mention the items one by one	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Draw some of the items in the classroom and the environment on the board. Ask learners to label the items and tell their uses. Guide learners to mention the items one by one	Ask learners series of questions to review their understanding of the lesson Ask learners to tell you what they have learnt Give learners individual or home task

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Movement Concepts	
Class: B I	Class Size:	Sub Strand: Dynamics	
Content Standard: Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities		Indicator: B1.2.2.2 distinguish between a jog and a run, a hop and a jump, and a gallop and a slide.	Lesson: I OF I
Performance Indicator: <ul style="list-style-type: none"> Learners can distinguish between a jog and a run, a hop and a jump, and a gallop and a slide. 		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Pictures and Videos		
References: PE Curriculum Pg. 11			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners to sing songs and recite familiar rhymes in relation to the lesson	<p>Demonstrate the pair of movements and ask learners to distinguish them by their names.</p> <p>A jog and a run: the obvious difference between the two is the pace. Jogging is defined as going at a pace of less than 6 mph, while running is running is defined as anything faster than 6 mph.</p> <p>A hop and a jump: the difference between jump and hop is that jump is to propel oneself rapidly upward such that momentum causes the body to become airborne while hop is to jump a short distance</p> <p>A gallop and a slide: galloping is a forward slide movement.</p> <p>Front foot steps forward with a little spring followed by the transfer of body weight to the back foot. As the back foot receives the body weight, the front foot repeats the forward step movement.</p> <p>The same lead foot always stays in front throughout the gallop</p> <p>Let them do this at the end of a related practical lesson.</p>	Review the lesson with learners.

SCHEME OF LEARNING- WEEK 9


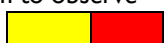
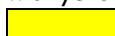
BASIC ONE

Name of School.....



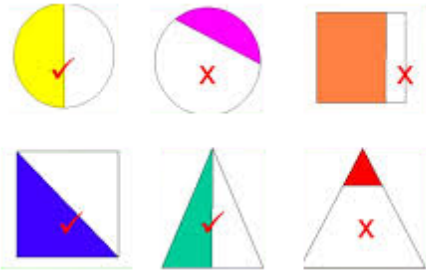
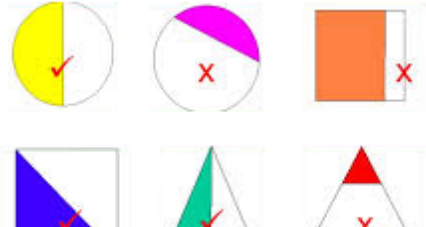
Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B1	Class Size:		
Content Standard: B1.1.7.1 B1.2.7.1 B1.4.5.2 B1.5.5.1 B1.6.1.1		Indicator: B1.1.7.1.1. B1.2. 7.1.1. B1.4.5.1.2. B1.5. 5.1.1. B1.6.1.1.1.	Lesson: 1 OF 1
Performance Indicator: A. Learners can listen to and reproduce narrative texts. B. Learners can use illustrations, text clues (title, headings) and context to make inferences and predictions C. Learners can write simple familiar words. D. Learners can identify adjectives and use them to describe self and other people. E. Learners can read a variety of age – appropriate books and texts from print			
References: English Language Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing songs and recite familiar rhymes <u>LITTLE POLLY FLINDERS</u> Little Polly flinders Sat among the cinders Warming her pretty little toes! Her mother came and caught her, And whipped her little daughter, For spoiling her nice new clothes.	A. ORAL LANGUAGE (Listening comprehension Pg.11) Activate the previous knowledge of the learners by making them think-pair-share with their friends, the cover illustrations and pictures accompanying the story. Have them predict the story. Read a story. Pause at vantage points and have learners talk about the content of the text. Have the learners answer simple questions based on the text. Have them role-play the events in the story.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. Have learners to read and spell the key words on the board
Tuesday	Engage learners to sing songs and recite familiar rhymes <u>ONE POTATO TWO POTATOES</u> One potato, two potatoes, three potatoes ,four! Five potatoes, six potatoes, seven potatoes , more! Eight potatoes nine potatoes ten potatoes, all	B. READING (vocabulary Pg.23) Let learners use illustrations, text and context clues to make predictions before, during and after reading to enhance comprehension of text.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. Have learners to read and spell the key words on the board
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING (Writing simple sentence Pg.32)	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.

	<p><u>HEAD SHOULDERS KNEES AND TOES</u> Head shoulders knees and toes, Knees and toes Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes.</p>	<p>Let learners mention their favorite game.</p> <p>Let learners select one game and talk about the how it is played. E.g. Football</p> <p>Write some keywords related to the game on the board.</p> <p>Let them then work as individuals, choose their own game and write the rules. Let learners do peer editing.</p>	<p>Have learners to read and spell the key words on the board</p>
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>THERE WAS A JOLLY MILLER ONCE</u> There was a jolly miller once Lived on the river Dee He worked and sang from morn till night, No lark as blithe as he, And this the burden of his song Forever used to be, I care for nobody, no not I, And nobody cares for me.</p>	<p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Using adjectives Pg.36)</i></p> <p>Have learners write simple sentences to describe themselves, using the descriptive words identified.</p> <p>Have learners write parallel sentences to describe their friends.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Friday	<p>Engage learners to recite a few rhymes with actions</p> <p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p>E. <u>EXTENSIVE READING</u></p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Learners to draw parts of the story they read</p>



Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B1	Class Size:	Sub Strand: Fractions	
Content Standard: B1.1.3.1 Develop an understanding of halves using concrete and pictorial representations		Indicator: B1.1.3.1.1 understand the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into two equal parts.	Lesson: 1 OF 1
Performance Indicator: Learners can understand the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into two equal parts.		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Paper strips, cut out cards		
References: Mathematics Curriculum Pg. 11			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number	Show to learners a variety of more concrete shapes. Have learners to realize that halving means splitting into 2 equal parts. Have learners to know that to halve a shape, you must make sure that it is split in the middle. This teaches the child that halving must be fair and that both halves must look the same. Use concrete objects to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts  <p style="text-align: center;">One whole one half</p> Assessment: Present learners with several concrete objects to demonstrate the concept of halving	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	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.	Use pictorial representations to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts. Give out paper strips to learners for them to observe  Have learners to tell the two colors in the paper strips. Learners to cut off the box colored with yellow 	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

Yellow strip- (one quantity)

		<p> Red strip- (one quantity)</p> <p>Here, learners can tell half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts.</p> <p>Assessment: have Learners to explore with several pictorial representations to demonstrate the concept of half.</p>	
<p>Wednesday</p>	<p>Engage learners to sing</p> <p><u>WE SHALL HAMMER</u> •We shall hammer with one hammer (learners to show one hand), hammer with one hammer, hammer with one hammer we all do the same.</p> <p>•We shall hammer with two hammers, hammer with two hammers, and hammer with two hammers we all do the same.</p> <p>(continue to any desired number)</p>	<p>Use pictorial representations to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts.</p>  <p>Create as many “double bugs” as you can to demonstrate the concept of halving.</p> <p>Assessment: Have learners to explore with the bugs to come out with fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts.</p>	<p>Give learners task to complete whiles you go round to guide those who don’t understand.</p> <p>Give remedial learning to those who special help.</p>
<p>Thursday</p>	<p>Engage learners to play the Dice game.</p> <p>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.</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p> 	<p>Give learners task to complete whiles you go round to guide those who don’t understand.</p> <p>Give remedial learning to those who special help.</p>
<p>Friday</p>	<p>Engage learners to sing the song <u>WE CAN COUNT</u></p> <p>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.</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p> 	<p>Give learners task to complete whiles you go round to guide those who don’t understand.</p> <p>Give remedial learning to those who special help.</p>


Week Ending:	DAY:	Subject: Science
Duration: 60mins per lesson		Strand: Cycles
Class: B1	Class Size:	Sub Strand: Earth Science
Content Standard: B1.2.1.1. Recognize that some events in our environment occur recurrently	Indicator: B1.2.1.1.1 Explain that some natural phenomena, such as day and night, occur repeatedly	Lesson: 1 OF 1
Performance Indicator: Learners can explain that some natural phenomena, such as day and night, occur repeatedly		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	torch, candles, matchstick, and lantern	
New words		
References: Science Curriculum Pg. 24		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Learners can be engaged in an activity that explains cyclic movement. (The second hand of an analogue clock, merry-go-round and circular cards could be used).</p>  <p>Relate this activity to the occurrence of day and night and explain that the appearance of the Sun, Moon and stars follow a cyclic pattern.</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>Learners to read and spell the key words on the board.</p>
	<p>Ask learners questions to review their understanding in the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Let learners suggest other events in their environment that happen over and over again in a cycle. For example, <i>dry and wet seasons</i>.</p> <p>Learners make sketches displaying events that take place in the day and those that take place in the night.</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>

Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All about us	
Class: B1	Class Size:	Sub Strand: Home & School	
Content Standard: B1.2.1.1 Demonstrate knowledge of things in the environment		Indicator: B1.2.1.1.1. Explore the uses of things in the environment	Lesson: 1 OF 1
Performance Indicator: • Learners can explore the uses of things in the environment		Core Competencies: Communication and Cultural Identity	
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Keywords			
References: OWOP Curriculum Pg. 5			



DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Engage learners in a nature walk to observe, identify, locate and talk about things in the environment and their uses. <i>E.g. Furniture: chairs, tables, cupboards, Plants, Animals, Computers and sort them into living, non-living, manmade and natural</i></p> <p>Learners look at pictures or posters of things in the environment and talk about caring for them in environment as responsible citizens.</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>Learners to read and spell the key words on the board.</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>Engage learners in a nature walk to observe, identify, locate and talk about things in the environment and their uses. <i>E.g. Furniture: chairs, tables, cupboards, Plants, Animals, Computers and sort them into living, non-living, manmade and natural</i></p> <p>Learners look at pictures or posters of things in the environment and talk about caring for them in environment as responsible citizens.</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>Learners to read and spell the key words on the board.</p>

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: Religious Practices	
Class: B1	Class Size:	Sub Strand: Religious Worship	
Content Standard: B1.2.1.1. Demonstrate the understanding of religious worship		Indicator: B1 2.1.1.2: Recite religious passages and sing religious songs.	Lesson: I OF I
Performance Indicator: • Learners can recite religious passages and sing religious songs.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Group learners according to the religion they belong</p> <p>Have each group sing songs and perform any act of worship of that religion.</p> <p>Learners sing songs and recite rhymes in relation to the lesson.</p>	<p>Show real or pictures of songs and recitations from the Bible.</p>  <p>Call learners in turns to sing and recite texts from the Bible.</p> <p>In groups learners tell the class some moral lessons from the Bible text.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Have learners to read and spell the key words written on the board</p>

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: History as a Subject	
Class: B1	Class Size:	Sub Strand: Community History	
Content Standard: B1.1.4.2. Recount history about their communities.		Indicator: B1.1.4.2.1 State the similarities and differences between the communities where learners live	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can state the similarities and differences between the communities where learners live 		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: History Curriculum Pg. 3			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc.</p> <p>Learners list the names of historical sites starting with the oldest to the most recent</p> <p>Assessment: have learners sort out historical pictures and relate to the pictures</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners sketch what they have seen on their visit</p> <p>Compare sketches drawn with pictures of historical sites from other communities</p> <p>Learners discuss their sketches bringing out similarities and differences in the sites they visited</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts & Performing Arts	
Class: B1	Class Size:	Sub Strand: Thinking and Exploring Ideas	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: B1 1.1.1.4 Explore own experiences and talk about how the visual artworks produced or found in the local community reflect local topical issues	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can explore own experiences and talk about how the visual artworks produced or found in the local community reflect local topical issues 		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources		Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 24			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Learners to sing songs and play games to get them ready for the lesson</p> <p>Show pictures of visual artworks to learners for them to observe and talk about them</p>	<p>Have learners to identify some conditions in their local community that needs immediate solution. Example: choked gutters, flooding, road safety.</p> <p>Let learners draw, color and make posters of these situations on papers and present them to the class.</p>  <p>Engage learners to discuss the extent to which their topical issues translated into drawings has affected the community.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</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 how they can stop some of the issues of the community on their own.</p> <p>Learners use knowledge gained to make decisions for improvising own visual artworks that express their views of topical issues experienced in the community.</p>  <p>Let learners create a gallery with their drawings.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Grammar Usage	
Class: B1	Class Size:	Sub Strand: Capitalization	
Content Standard: B1.5.1.1: Exhibit knowledge of writing capital letters.		Indicator: B1.5.1.1.1-3 write capital letters correctly.	Lesson: 1 OF 1
Performance Indicator: • Learners can write capital letters correctly.		Core Competencies: Creativity and innovation, Communication and collaboration,	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 56			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Write the letters of the alphabet in upper case on cards and show it to learners. Guide learners through modelling to say them. Ask learners to write the capital letters correctly.	Ask learners series of questions to review their understanding of the lesson Ask learners to tell you what they have learnt Give learners individual or home task
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Write names of some objects using capital letters on flashcards. Lead learners to read the words. Let learners use capital letters to write names of the objects correctly.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the lesson	Ask learners to mention their names; write them on the board and discuss with them. Ask them to say what they see about the letters in the names. Write names of persons and places on manila card in capital letters. Guide learners to read the names and discuss the names with them. Let learners use capital letters to write the proper nouns	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Physical Fitness	
Class: B1	Class Size:	Sub Strand: Aerobics capacity	
Content Standard: Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities		Indicator: B1.3.2.3.2: Perform four continuous push-ups (biceps and triceps)	Lesson: 1 OF 1
Performance Indicator: • Learners can perform four continuous push-ups (biceps and triceps)		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Pictures and Videos		
References: PE Curriculum Pg. 13			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Lead learners through warm-ups activities.</p> <p>Show learners pictures of videos depicting continuous push-ups.</p>	<p>After warm-ups, lie on the ground face down with hands supporting chest.</p> <p>Extend the arms to move the upper body weight up and flex the arms to move the body back to lying position.</p> <p>Guide learners to practice to establish their base line.</p> <p>Encourage them to practice at home for improvement.</p>	<p>End the lesson with a cool down.</p>




SCHEME OF LEARNING- WEEK 10

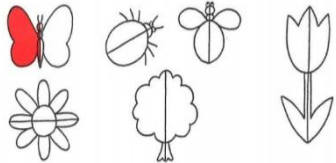
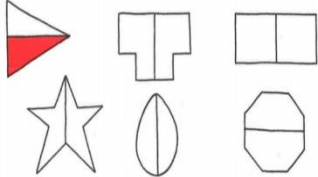
BASIC ONE

Name of School.....

Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B1	Class Size:		
Content Standard: B1.1.8.1 B1.2.7.1 B1.4.7.1 B1.5.10.1 B1.6.1.1		Indicator: B1.1.8.1.1 B1.2.7.1.2 B1.4.7.1.1 B1.5.10.1.1 B1.6.1.1.1	Lesson: 1 OF 1
Performance Indicator: A. Learners can use appropriate pronunciation and intonation in asking and answering yes/no questions B. Learners can ask and answer factual and inferential and applicative questions about level-appropriate texts C. Learners can find, read and copy sentences from a given substitution tables D. Learners can identify and spell simple words correctly E. Learners can read a variety of age – appropriate books and texts from print			
References: English Language Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Draw or print pictures of some common sight words with numbers on them and stick them on the classroom wall. Have learners to make a list of the words. They can do it in groups and within a given time to create competition.	A. ORAL LANGUAGE <i>(Asking and Answering Questions. Pg 13)</i> Demonstrate Yes/No questions and their responds. Drill learners on the questions and responses. Let pair of learners ask and answer questions, e.g. Pupil A: Is this a book? Pupil B: Yes, it is / No, it isn't.	Have learners answer with YES/NO. 1. Do you like rice?..... 2. Have you eaten?..... 3. Did you bath?..... 4. Does it often rain here?..... 5. Has he ever been beaten?..... 6. Is he a man?.....
Tuesday	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. For example: jumping, jumping, crazy dance, heading a ball etc.	B. READING <i>(Comprehension Pg.23)</i> Have a variety of age appropriate books for learners to make a choice from. Learners to read level appropriate texts independently, with minimal support from peers or teacher. Encourage them to ask and answer factual and inferential questions about the texts to enhance comprehension. Provide feedback to learners where necessary.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. Have learners to read and spell the key words on the board
Wednesday	Engage learners to sing songs and recite rhymes	C. WRITING <i>(Controlled writing)</i>	Give learners task to complete while you go round the class to

	<p><u>Round and Round the Garden</u> Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.</p>	<p>Have a simple 3-4 column substitution table on the board.</p> <p>Have learners identify the words that make up the table.</p> <p>With examples, guide learners to form oral sentences from the substitution table.</p> <p>Have learners write their sentences. Ask pairs to do peer editing. Invite learners to read out their sentences to the class for feedback.</p>	<p>support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p><u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Spelling)</i></p> <p>Help learners to write two letter words correctly e. g. go, so, in, on.</p> <p>Using word cards, help learners to write three letter words correctly, e. g. see, low, bow.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p><u>E. EXTENSIVE READING</u></p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Have learners to read and spell the key words on the board Learners to draw parts of the story they read</p>

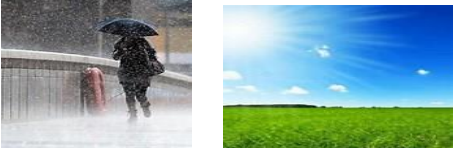

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B1	Class Size:	Sub Strand: Fractions	
Content Standard: B1.1.3.1 Develop an understanding of halves using concrete and pictorial representations		Indicator: B1.1.3.1.2 count in halves using concrete and pictorial representations of halves	Lesson: 1 OF 1
Performance Indicator: Learners can count in halves using concrete and pictorial representations of halves		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Paper strips, cut out cards	
New words			
References: Mathematics Curriculum Pg. 18			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing the songs and rhymes to begin the lesson	Show several halves of concrete objects (like half oranges, half piece of stick, half piece of card, etc. and have them count them in halves using the language one-half, two-halves, three-halves, etc. 	Ask learners to tell you what they have learnt Give learners individual or home task
Tuesday	Engage learners to sing the songs and rhymes to begin the lesson	Show several halves of concrete objects (like half oranges, half piece of stick, half piece of card, etc. and have them count them in halves using the language one-half, two-halves, three-halves, etc. 	Ask learners to tell you what they have learnt Give learners individual or home task
Wednesday	Engage learners to sing the songs and rhymes to begin the lesson	Show several halves of concrete objects (like half oranges, half piece of stick, half piece of card, etc. and have them count them in halves using the language one-half, two-halves, three-halves, etc. 	Ask learners to tell you what they have learnt Give learners individual or home task
Thursday	Engage learners to sing the songs and rhymes to begin the lesson	show learners several pictorial representations of halves and have them count using the language one-half, two-halves, three-halves, etc.	Ask learners to tell you what they have learnt Give learners individual or home task


			
Friday	Engage learners to sing the songs and rhymes to begin the lesson	<p>show learners several pictorial representations of halves and have them count using the language one-half, two-halves, three-halves, etc.</p> 	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Cycles	
Class: B I	Class Size:	Sub Strand: Earth Science	
Content Standard: B1.2.1.2. Recognize the relationship between the Earth and the Sun		Indicator: B1.2.1.2.1 now that the sun is the main source of light to the Earth	Lesson: I OF I
Performance Indicator: Learners can observe the now that the sun is the main source of light to the Earth		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	torch, candles, matchstick, and lantern		
New words			
References: Science Curriculum Pg. 24			


DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and recite familiar rhymes <u>STAR LIGHT. STAR BRIGHT.</u> Star light, star bright. The first star I see tonight I wish I may, I wish I might, Have the wish I wish tonight.	Engage learners with a number of questions to enable them explore where we get light, <i>E.g. What does the sun look like? Where is the sun located? Do you see clearly or otherwise when the sun is out?</i> Display various sources of light such as torch, candles, matchstick, and lantern. Assessment: Have learners to explore with the various sources of light	What have we learnt today? The main source of light to the Earth is Sun. Have learners to summarize the important points in the lesson
	Engage learners to play the "Odd One Out" game. The student will look at; for example four pictures (sources of light). Three of which have something in common and one is the odd one. The learner is to pick the odd one out. This game could be done in groups to bring competition.	Brainstorm learners to come out with one thing which is common to all the items displayed. Engage learners to mention sources of light in their environment (i.e. sun, moon, other stars, torch, lantern, electric bulbs and others). Assessment: Have learners to discuss how the sources of light(i.e. sun, moon, other stars, torch, lantern, electric bulbs) works	What have we learnt today? The main source of light to the Earth is Sun. Have learners to summarize the important points in the lesson
	Group learners into three (3), appoint a leader from each group to act as the teacher. Ask them to summarize what was covered in the previous lesson. The class is allowed to pose questions to the leaders.	Learners brainstorm to come out with the main source of light by considering the biggest source of light which makes them see clearly in the day time. Learners use paper to design the sun as a source of light to the earth Assessment: Have learners draw the sun as the main source of light.	What have we learnt today? The main source of light to the Earth is Sun. Have learners to summarize the important points in the lesson

Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All around us	
Class: B1	Class Size:	Sub Strand: The Environment & the Weather	
Content Standard: B1.2.1.2 Demonstrate knowledge of different types of weather conditions		Indicator: B1.2.1.2.1 Identify and describe different weather conditions	Lesson: I OF I
Performance Indicator: • Learners can identify and describe different weather conditions		Core Competencies: Communication and Cultural Identity	
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Keywords			
References: OWOP Curriculum Pg. 6			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Show pictures/films of different weather conditions.</p> <p>Have learners to sing</p> <p><u>RAIN RAIN GO AWAY</u> Rain, rain go away Come again another day Class one pupils want to play Rain, rain go away</p>	<p>Learners use rhymes, e.g. “rain, rain go away”, to tell the types of weather.</p> <p>Rainy weather Sunny weather</p>  <p>Learners in groups describe the weather type from their pictures to the class.</p> <p>Assessment: Have learners to mention the weather of the day from what they can observe outside their classroom</p>	<p>What have we learnt today?</p> <p>Describing different weather conditions</p> <p>Ask learners to summarize the important points of the lesson</p>
	<p>Show pictures/films of different weather conditions.</p> <p>Have learners to sing</p> <p><u>RAIN RAIN GO AWAY</u> Rain, rain go away Come again another day Class one pupils want to play Rain, rain go away</p>	<p>Learners use rhymes, e.g. “rain, rain go away”, to tell the types of weather</p> <p>Windy weather</p>  <p>Learners in groups describe the weather type from their pictures to the class</p> <p>Assessment: Have learners to mention the weather of the day from what they can observe outside their classroom</p>	<p>What have we learnt today?</p> <p>Describing different weather conditions</p> <p>Ask learners to summarize the important points of the lesson</p>

	<p>Show pictures/films of different weather conditions.</p> <p>Have learners to sing</p> <p><u>RAIN RAIN GO AWAY</u> Rain, rain go away Come again another day Class one pupils want to play Rain, rain go away</p>	<p>Learners use rhymes, e.g. “rain, rain go away”, to tell the types of weather</p> <p>Cloudy weather, This type of weather have a lot of clouds in the sky</p>  <p>Learners in groups describe the weather type from their pictures to the class</p> <p>Assessment: Have learners to mention the weather of the day from what they can observe outside their classroom</p>	<p>What have we learnt today?</p> <p>Describing different weather conditions</p> <p>Ask learners to summarize the important points of the lesson</p>
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Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: Religious Practices	
Class: B1	Class Size:	Sub Strand: Religious Worship	
Content Standard: BI.2.1.1. Demonstrate the understanding of religious worship		Indicator: BI 2.1.1.2: Recite religious passages and sing religious songs.	Lesson: I OF I
Performance Indicator: <ul style="list-style-type: none"> Learners can recite religious passages and sing religious songs. 		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
New words			
References: RME Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Group learners according to the religion they belong</p> <p>Have each group sing songs and perform any act of worship of that religion.</p> <p>Learners sing songs and recite rhymes in relation to the lesson.</p>	<p>Show real or pictures of songs and recitations from the Quran.</p>  <p>Call learners in turns to sing and recite texts from the Quran.</p> <p>In groups learners tell the class some moral lessons from the Quran text.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Have learners to read and spell the key words written on the board</p>

Week Ending:	DAY:	Subject: History
Duration: 60mins per lesson		Strand: History as a Subject
Class: B1	Class Size:	Sub Strand: Community History
Content Standard: B1.1.4.2. Recount history about their communities.	Indicator: B1.1.4.2.1 State the similarities and differences between the communities where learners live	Lesson: I OF I
Performance Indicator: <ul style="list-style-type: none"> Learners can state the similarities and differences between the communities where learners live 		Core Competencies: Learners to become critical thinkers and digital literates
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.	
References: History Curriculum Pg. 3		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc.</p> <p>Learners list the names of historical sites starting with the oldest to the most recent</p> <p>Assessment: have learners sort out historical pictures and relate to the pictures</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners sketch what they have seen on their visit</p> <p>Compare sketches drawn with pictures of historical sites from other communities</p> <p>Learners discuss their sketches bringing out similarities and differences in the sites they visited</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Performing Arts	
Class: B1	Class Size:	Sub Strand: Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: B1.1.2.2.4 /B1.2.2.2.4 create own visual artworks that reflect local topical issues in the local community.	Lesson: I OF I
Performance Indicator: • Learners can create own visual artworks that reflect local topical issues in the local community.		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 24			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Learners to sing songs and play games to get them ready for the lesson</p> <p>Show pictures of visual artworks to learners for them to observe and talk about them</p>	<p>Learners are to recall from memory what current issues are of concern to people in the local community. Example: <i>unemployment</i></p> <p>Recall the selection of local artworks that reflect current topical issues of concern to the local community.</p>  <p>Let learners make pencil outlines to define the artworks they plan to make to reflect the topical local issues;</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</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>Guide learners to recall all kinds of music, dance, drama that reflect the history and culture of the people.</p> <p>Have learners to sing familiar songs, or perform dances found in their community.</p> <p>Let learners put on their local costumes to perform the artwork in groups as teacher(s) observe. (Other teachers can be invited to observe)</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Extensive Reading	
Class: B1	Class Size:	Sub Strand: Reading	
Content Standard: B1.6.1.1: Demonstrate knowledge by reading short and simple sentences made up of three to four word		Indicator: B1.6.1.1.1 Read simple sentences of about three to four words.	Lesson: 1 OF 1
Performance Indicator: • Learners can read simple sentences of about three to four words.		Core Competencies: Creativity and innovation, Communication and collaboration,	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 56			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Write sentences made up of three or four words on the board.</p> <p>Lead learners to read the sentences.</p> <p>Call learners to read the sentences one by one.</p> <p>Allow other learners to point to the word /sentence as another learner reads.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Write words on th board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson</p>	<p>Write sentences made up of three or four words on the board.</p> <p>Lead learners to read the sentences.</p> <p>Call learners to read the sentences one by one.</p> <p>Allow other learners to point to the word /sentence as another learner reads.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Write sentences made up of three or four words on the board.</p> <p>Lead learners to read the sentences.</p> <p>Call learners to read the sentences one by one.</p> <p>Allow other learners to point to the word /sentence as another learner reads.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Physical Fitness	
Class: B1	Class Size:	Sub Strand: Fitness	
Content Standard: Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities		Indicator: B1.3.1.3.1: Perform 5 minutes dancing with music.	Lesson: 1 OF 1
Performance Indicator: • Learners can perform 5 minutes dancing with music.		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Pictures and Videos		
References: PE Curriculum Pg. 13			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Organize a local dance with music and let learners dance for five minutes.</p> <p>Emphasis on coordination, timing, flexibility etc.</p> <p>Choose any music that is common in the locality.</p> <p>Record it and play or sing for learners to dance</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help</p>

SCHEME OF LEARNING- WEEK 11




BASIC ONE

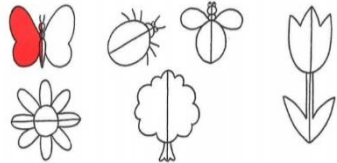
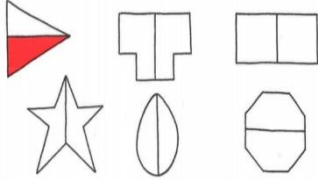
Name of School.....

Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B1	Class Size:		
Content Standard: B1.1.9.1 B1.2.7.1 B1.4.7.1 B1.5.10.1 B1.6.1.1		Indicator: B1.1.9.1.1 B1.2.7.1.3 B1.4.7.1.1 B1.5.10.1.1 B1.6.1.1.1.	Lesson: 1 OF 1
Performance Indicator: A. Learners can give and respond to commands and instructions B. Learners can retell level-appropriate texts in own words C. Learners can find, read and copy sentences from a given substitution tables D. Learners can identify and spell simple words correctly E. Learners can read a variety of age appropriate books and texts from print			
References: English Language Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	A. ORAL LANGUAGE (Giving & Responding to Commands) Give commands and instructions to learners. e.g. Command: Keep quiet, Hands up, Sit down, Bring your books, Start work, etc. Pair learners to give/obey commands. Have learners listen to simple instructions and act in response. Let learners practice by giving commands in pairs.	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
Tuesday	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. For example: jumping, jumping, crazy dance, heading a ball etc.	B. READING (Comprehension. Page 24) Gather learners in the community time circle. Using pictures, tell learners an interesting story. Example: <i>Emma has a new dress. It is red in color. It was a gift from her uncle. He hid it behind one of the sofa to surprise her.</i> Use the Simple Herring Bone strategy to guide learners to retell the story in their own words. <i>i. who was the gift from?</i> <i>ii. What color is the dress?</i> <i>iii. Where was it hidden?</i>	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. Have learners to read and spell the key words on the board

Wednesday	<p>Have learners play a game or sing a song to review the previous lesson</p> <p><u>HOT CROSS BUNS</u> Hot cross buns, Hot cross buns. One a penny two a penny. Hot cross buns. If you have no daughters Give them to your sons. One a penny two a penny. Hot cross buns</p>	<p><u>C.WRITING</u> <i>(Controlled writing)</i></p> <p>Have a simple 3-4 column substitution table on the board.</p> <p>Have learners identify the words that make up the table. With examples, guide learners to form oral sentences from the substitution table.</p> <p>Have learners write their sentences.</p> <p>Ask pairs to do peer editing. Invite learners to read out their sentences to the class for feedback</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p><u>D.WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Spelling)</i></p> <p>Help learners to write two letter words correctly e. g. go, so, in, on.</p> <p>Using word cards, help learners to write three letter words correctly, e. g. see, low, bow.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p><u>E.EXTENSIVE READING</u></p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Have learners to read and spell the key words on the board Learners to draw parts of the story they read</p>

Week Ending: 4-11-2022	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B1	Class Size:	Sub Strand: Fractions	
Content Standard: B1.1.3.1 Develop an understanding of halves using concrete and pictorial representations		Indicator: B1.1.3.1.2 count in halves using concrete and pictorial representations of halves	Lesson: 1 OF 1
Performance Indicator: Learners can count in halves using concrete and pictorial representations of halves		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Paper strips, cut out cards		
New words			
References: Mathematics Curriculum Pg. 18			


DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing the songs and rhymes to begin the lesson	Show several halves of concrete objects (like half oranges, half piece of stick, half piece of card, etc. and have them count them in halves using the language one-half, two-halves, three-halves, etc. 	Ask learners to tell you what they have learnt Give learners individual or home task
Tuesday	Engage learners to sing the songs and rhymes to begin the lesson	Show several halves of concrete objects (like half oranges, half piece of stick, half piece of card, etc. and have them count them in halves using the language one-half, two-halves, three-halves, etc. 	Ask learners to tell you what they have learnt Give learners individual or home task
Wednesday	Engage learners to sing the songs and rhymes to begin the lesson	Show several halves of concrete objects (like half oranges, half piece of stick, half piece of card, etc. and have them count them in halves using the language one-half, two-halves, three-halves, etc. 	Ask learners to tell you what they have learnt Give learners individual or home task
Thursday	Engage learners to sing the songs and rhymes to begin the lesson	show learners several pictorial representations of halves and have them count using the language one-half, two-halves, three-halves, etc.	Ask learners to tell you what they have learnt Give learners individual or home task

			
Friday	Engage learners to sing the songs and rhymes to begin the lesson	<p>show learners several pictorial representations of halves and have them count using the language one-half, two-halves, three-halves, etc.</p> 	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Cycles	
Class: B I	Class Size:	Sub Strand: Earth Science	
Content Standard: B1.2.1.3 Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological cycle		Indicator: B1.2.1.3.1 Observe the disappearance of mist and pools of water after rains.	Lesson: I OF I
Performance Indicator: Learners can observe the disappearance of mist and pools of water after rains.		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Pictures and charts		
New words			
References: Science Curriculum Pg. 24			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review learners understanding in the previous lesson using questions and answers. Engage learners to play games and sing songs to begin the lesson.	Let learners observe the disappearance of mist and run-off water after rain sand come and talk about it in class. Engage learners to predict where mist and run-off water go after rains and assist them to understand that they evaporate. Mists evaporates but run-off water either flows into surface water bodies or collects as stagnant pools of water. Run-off water takes a longer time to evaporate	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task
	Review learners understanding in the previous lesson using questions and answers. Engage learners to play games and sing songs to begin the lesson.	Ask learners where they get water (sources of water) at the home, community and school. In a participatory manner, learners come out with sources of water in the home and at school Show or draw pictures depicting different sources of water such as bore-holes, rivers, wells and the sea Discuss the various uses of water at their homes, school and community.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task
	Review learners understanding in the previous lesson using questions and answers. Engage learners to play games and sing songs to begin the lesson.	Learners demonstrate several uses of water, e.g. washing of face and hands, drinking and preparing beverages, rinsing of utensils, watering of flowers. Use local materials to create different sources of water in an outdoor activity. E.g. artificial wells, rivers, rainfall and tap	Ask learners series of questions to review their understanding of the lesson Ask learners to tell you what they have learnt Give learners individual or home task

Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All around us	
Class: B1	Class Size:	Sub Strand: Plants & Animals	
Content Standard: B1.2.2.1. Recognize different plants in the environment		Indicator: B1.2.2.1.1. Identify different plants in the environments and their uses	Lesson: 1 OF 1
Performance Indicator: • Learners can explore the uses of things in the environment		Core Competencies: Communication and Cultural Identity	
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Keywords			
References: OWOP Curriculum Pg. 7			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review learners understanding in the previous lesson using questions and answers. Engage learners to play games and sing songs to begin the lesson.	Learners go on a nature walk to observe and talk about different plants in the environment. Have learners to watch pictures of plants in the environment to show forest trees, grassland, maize, cocoa, shea butter trees, rubber, mangoes, to enable learners understand that different plants live in different environments.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task
	Review learners understanding in the previous lesson using questions and answers. Engage learners to play games and sing songs to begin the lesson.	Learners talk about uses of plants and share the information with the whole class. The uses of plants include <i>food, clothing, shelter, medicine, decoration and shades</i>	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task


Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: Religious Practices	
Class: B1	Class Size:	Sub Strand: Religious Worship	
Content Standard: BI.2.1.1. Demonstrate the understanding of religious worship		Indicator: BI 2.1.1.2: Recite religious passages and sing religious songs.	Lesson: I OF I
Performance Indicator: <ul style="list-style-type: none"> Learners can recite religious passages and sing religious songs. 		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
New words			
References: RME Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Group learners according to the religion they belong.</p> <p>Have each group sing songs and perform any act of worship of that religion.</p> <p>Learners sing songs and recite rhymes in relation to the lesson.</p>	<p>Show real or pictures of songs and recitations from any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional).</p>  <p>Call learners in turns to sing and recite texts from the Quran.</p> <p>In groups, learners tell the class some moral lessons from the Quran text.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Have learners to read and spell the key words written on the board</p>

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: History as a Subject	
Class: B1	Class Size:	Sub Strand: Community History	
Content Standard: B1.1.4.2. Recount history about their communities.		Indicator: B1.1.4.2.1 State the similarities and differences between the communities where learners live	Lesson: 1 OF 1
Performance Indicator: • Learners can state the similarities and differences between the communities where learners live		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: History Curriculum Pg. 3			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc.</p> <p>Learners list the names of historical sites starting with the oldest to the most recent</p> <p>Assessment: have learners sort out historical pictures and relate to the pictures</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners sketch what they have seen on their visit</p> <p>Compare sketches drawn with pictures of historical sites from other communities</p> <p>Learners discuss their sketches bringing out similarities and differences in the sites they visited</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending:	DAY:	Subject: Creative Arts
Duration: 60mins per lesson		Strand: Visual Arts & Performing Arts
Class: B1	Class Size:	Sub Strand: Displaying and Sharing
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: B1.1.3.4./B1.1.3.5. Plan for a display of own visual artworks
Performance Indicator: • Learners can plan for a display of own visual artworks		Lesson: I OF I
Core Competencies: Decision Making Creativity, Innovation Communication		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg.		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Guide learners to plan an arrangement of own artworks to share, educate and inform the public on topical issues of the local community.</p> <p>Learners should select a theme for their art. E.g. go green or save trees.</p>  <p>Learners should plan their art in a sketch form.</p>	<p>Teacher moves round the class to monitor the progress of learners in their sketches.</p> <p>Encourage learners to come out with good sketches.</p> <p>Give out manual invitations cards to learners to be given to their parents.</p>
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Organize a place for the exhibition.</p> <p>Invite other teachers to witness the artwork. Set the stage for learners to display their artwork.</p> <p>Evaluate individual art and allow pupils to talk about them in the form of appraisal.</p> <p>Discuss the moral lessons in the song.</p>	<p>Appreciate and thank parents for their presence.</p> <p>Let learners organize themselves to clean up the place after the exhibition.</p>

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Extensive Reading	
Class: B1	Class Size:	Sub Strand: Reading Aloud	
Content Standard: B1.6.2.1: Demonstrate knowledge by reading short simple sentences made of words they have learnt.		Indicator: B1.6.2.1.1 Read simple sentences of about three to four words.	Lesson: 1 OF 1
Performance Indicator: • Learners can read simple sentences of about three to four words.		Core Competencies: Creativity and innovation, Communication and collaboration,	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 58			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Write sentences made up of three or four words on the board. <u>Ama is late.</u> Lead learner to read the sentences. Call learners to read the sentences one by one.	Ask learners series of questions to review their understanding of the lesson. Ask learners to summarize what they have learnt. Learners to read and spell the key words on the board.
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Write sentences made up of three or four words on the board. <u>Yaw is eating.</u> Lead learner to read the sentences. Call learners to read the sentences one by one.	Ask learners series of questions to review their understanding of the lesson. Ask learners to summarize what they have learnt. Learners to read and spell the key words on the board.
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Write sentences made up of three or four words on the board. <u>Kofi is a boy.</u> Lead learner to read the sentences. Call learners to read the sentences one by one.	Ask learners series of questions to review their understanding of the lesson. Ask learners to summarize what they have learnt. Learners to read and spell the key words on the board.

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Physical Fitness	
Class: B1	Class Size:	Sub Strand: Healthy diet	
Content Standard: Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities		Indicator: B1.4.1.4.1: Participate in enjoyable physical activities for increasing periods of time	Lesson: 1 OF 1
Performance Indicator: • Learners can participate in enjoyable physical activities for increasing periods of time		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Pictures and Videos		
References: PE Curriculum Pg. 13			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners to sing songs and recite familiar rhymes. <u>IF YOU HAPPY AND YOU KNOW IT</u> If you happy and you know it, clap your hands If you happy and you know it, clap your hands If you happy and you know it, and you really want to show it. If you happy and you know it, clap your hands	Observe and record the activities learners enjoy doing. Find out why they enjoy doing them through interviews. Have learners to perform the activities they enjoy doing Guide and give remedial to learners where needed	Ask learners series of questions to review their understanding of the lesson. Ask learners to summarize what they have learnt

SCHEME OF LEARNING- WEEK 12



BASIC ONE




Name of School.....

Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B1	Class Size:		
Content Standard: B1.1.10.1 B1.2.9.1 B1.4.12.1 B1.5.10.1 B1.6.1.1		Indicator: B1.1.10.1.3. B1.2.9.1.2. B1.4.12.1.1. B1.5.10.1.2. B1.6.1.1.1.	Lesson: 1 OF 1
Performance Indicator: A. Learners can speak with confidence before different audiences, B. Learners can recognize one hundred and twenty sight words including content words C. Learners can use words and simple sentences to describe self D. Learners can fill in blank spaces in simple words E. Learners can read a variety of age – appropriate books and texts from print			
References: English Language Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Gather 10 objects that can be found in the classroom and lay them all out on the desk. Show them all to the students and then cover everything with a blanket or a sheet after one minute. Ask learners to write down as many items they remember on a piece of paper.	A. <u>ORAL LANGUAGE</u> <i>(Presentation)</i> Have learners draw members of their nuclear family. Through think-pair-share strategy, let learners show and talk about their family members in pairs, smaller groups and as a class. Use probing questions to have learners talk more about their family members. e.g. i. Who is this one? ii. Why did you draw him or her first? Encourage shy learners to speak.	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
Tuesday	Write a simple word vertically on the board . E.g. P E N Invite learners to come up with a word starting with each letter of the vertical word.	B. <u>READING</u> <i>(Fluency)</i> Have learners go over the sight words they have learnt during the period. Let learners echo-read simple texts. Let learners play vocabulary games for vocabulary consolidation, e.g. Lucky Dip game, Pick and Say, Word Hunt.	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

		Have learners make simple meaningful sentences with the sight words.	
Wednesday	<p>Have learners sing songs and recite familiar rhymes</p> <p>MINGLE MINGLE</p> <ul style="list-style-type: none"> •Mingle, mingle – mingle 2x Two mingle (2 come together) •Mingle, mingle – mingle 2x Three mingle (3 come together) •Mingle, mingle – mingle 2x four mingle (4 come together) 	<p>C.WRITING (<i>Descriptive Writing</i>)</p> <p>Model describing yourself in 2-3 simple sentences using simple descriptive words.</p> <p>Write some descriptive words and discuss them with learners. Through questions, have pairs of learners describe themselves to each other. e.g. What is your name? - My name is..... How old are you? - I am</p> <p>Assist learners to write out their sentences.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Write a simple word vertically on the board . E.g. P E N</p> <p>Invite learners to come up with a word starting with each letter of the vertical word.</p>	<p>D.WRITING CONVENTIONS & GRAMMAR USAGE (<i>Spelling</i>)</p> <p>Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Have learners to read and spell the key words on the board Learners to draw parts of the story they read</p>

Week Ending:	DAY:	Subject: Mathematics
Duration: 60mins per lesson		Strand: Number
Class: B1	Class Size:	Sub Strand: Money
Content Standard: B1.1.4.1 Identify coins, their values and the relationships among them in order to recognize the need for monetary transactions		Indicator: B1.1.4.1.1 Recognize Ghanaian coins by name and describe the relationship among them
Performance Indicator: Learners can recognize Ghanaian coins by name and describe the relationship among them		Lesson: 1 OF 1
Teaching/ Learning Resources		Paper strips, cut out cards
New words		
References: Mathematics Curriculum Pg. 13		


DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>Have Learners to tell the class, the amount of money they brought to school.</p> <p>Learners to sing songs and rhymes in relation to the lesson</p>	<p>Display the various coins currently being used for transaction in Ghana and initiate discussion on the need for monetary transaction.</p> <p>Have Learners to touch, feel and say the features of each coin</p>  <p>Have Learners to tell what each coin can buy.</p> <p>Assessment: Have learners to use the learning shopping center to demonstrate buying and selling with the coins</p>	Review the lesson with learners
Tuesday	<p>Have Learners to tell how they spent their pocket money.</p> <p>Learners write a list of items they buy in school each day</p>	<p>Introduce the one pesewa, five pesewas and guide learners learn to identify and recognize the money by name and value</p> <p>State the relationship between 1p and 5p</p>  <p>Assessment: Have learners to use the learning shopping center to demonstrate buying and selling with the 1p and 5p coins</p>	Review the lesson with Learners
Wednesday	Group Learners into two.	Introduce the ten pesewas, twenty pesewas, and guide learners learn to	Review the lesson with Learners

	<p>Call out learners to pick up a coin and the others to give equivalence of the coin using the other denominations.</p>	<p>identify and recognize the money by name and value</p> <p>State the relationship between 1p and 5p; 10p and 20p</p>  <p>Assessment: Have learners to use the learning shopping center to demonstrate buying and selling with the 10p and 20p coins</p>	
<p>Thursday</p>	<p>Group Learners into two. Call out Learners to pick up a coin and the others to give equivalence of the coin using the other denominations.</p>	<p>Introduce the fifty pesewas and guide learners learn to identify and recognize the money by name and value</p> <p>State the relationship between 2p and 10p; 5p and 10p; 2p and 20p; 1p and ¢1, 10p and ¢1</p>  <p>Assessment: Have learners to use the learning shopping center to demonstrate buying and selling with the fifty pesewas coins</p>	<p>Review the lesson with Learners</p>
<p>Friday</p>	<p>Group Learners into two. Call out learners to pick up a coin and the others to give equivalence of the coin using the other denominations.</p>	<p>Introduce the One cedi coin and guide learners learn to identify and recognize the money by name and value</p> <p>State the relationship between 2p and 10p; 5p and 10p; 2p and 20p; 1p and ¢1, 10p and ¢1</p>  <p>Assessment: Have learners to use the learning shopping center to demonstrate buying and selling with the One cedi coins</p>	<p>Review the lesson with Learners</p>

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Cycles	
Class: B1	Class Size:	Sub Strand: Earth Science	
Content Standard: B1.2.1.4 Recognize water and air as important natural resources	Indicator: B1.2.1.4.2 Demonstrate the existence of air in the environment	Lesson: 1 OF 1	
Performance Indicator: <ul style="list-style-type: none"> Learners can demonstrate the existence of air in the environment 		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Pictures and charts		
New words			
References: Science Curriculum Pg. 25			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Engage learners in a number of fun activities that demonstrate the existence of air, e.g. <i>Waving a piece of paper across the face, leaving inflated balloons in an open space, watching a hoisted flag,</i></p> <p>Learners talk about their observations in each case, e.g. explain what causes the leaves and hoisted flag to move.</p> <p>Ask learners to outline uses of air in their lives. e.g. whistling, blowing of trumpets, flying kites, sailing of boats.</p> <p>Summarize the lesson by explaining to learners that air is everywhere</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All around us	
Class: B1	Class Size:	Sub Strand: Plants & Animals	
Content Standard: BI.2.2.2. Recognize and appreciate different animals in the environment		Indicator: BI.2.2.2.1. Identify different plants in the environments and their uses	Lesson: 1 OF 1
Performance Indicator: • Learners can identify different plants in the environments and their uses		Core Competencies: Communication and Cultural Identity	
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Keywords			
References: OWOP Curriculum Pg. 7			



DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Use school and community environments, pictures, films from the internet, to show different animals such as fish, birds, monkeys, butterflies, ants to enable learners to understand that different animals live in different environments.</p> <p>Learners draw fishes in rivers, birds in their nests, pets in their sleeping places in learners' homes.</p> <p>Learners collect and share information about animals from the internet, parents, books</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: Religious Practices	
Class: B1	Class Size:	Sub Strand: Religious Worship	
Content Standard: BI.2.1.1. Demonstrate the understanding of religious worship		Indicator: BI 2.1.1.2: Recite religious passages and sing religious songs.	Lesson: I OF I
Performance Indicator: • Learners can recite religious passages and sing religious songs.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
New words			
References: RME Curriculum Pg. 2			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Group learners according to the religion they belong.</p> <p>Have each group sing songs and perform any act of worship of that religion.</p> <p>Learners sing songs and recite rhymes in relation to the lesson.</p>	<p>Show real or pictures of songs and recitations from any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional).</p>  <p>Call learners in turns to sing and recite texts from the Quran.</p> <p>In groups, learners tell the class some moral lessons from the Quran text.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Have learners to read and spell the key words written on the board</p>

Week Ending:	DAY:	Subject: History
Duration: 60mins per lesson		Strand: History as a Subject
Class: B1	Class Size:	Sub Strand: Community History
Content Standard: B1.1.4.2. Recount history about their communities.	Indicator: B1.1.4.2.1 State the similarities and differences between the communities where learners live	Lesson: 1 OF 1
Performance Indicator: • Learners can state the similarities and differences between the communities where learners live		Core Competencies: Learners to become critical thinkers and digital literates
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.	
References: History Curriculum Pg. 3		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc.</p> <p>Learners list the names of historical sites starting with the oldest to the most recent</p> <p>Assessment: have learners sort out historical pictures and relate to the pictures</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners sketch what they have seen on their visit</p> <p>Compare sketches drawn with pictures of historical sites from other communities</p> <p>Learners discuss their sketches bringing out similarities and differences in the sites they visited</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending:	DAY:	Subject: Creative Arts
Duration: 60mins per lesson		Strand: Visual Arts & Performing Arts
Class: B1	Class Size:	Sub Strand: Appreciating and Appraising
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: BI.1.4.6 /BI.2.4.7 Use the agreed guidelines to examine and derive meaning from own displayed artworks.
Performance Indicator: <ul style="list-style-type: none"> Learners can use the agreed guidelines to examine and derive meaning from own displayed artworks. 		Lesson: 1 OF 1
Core Competencies: Decision Making Creativity, Innovation Communication		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 24		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. clay pot</p> <p>Theme: <i>Unity</i> Subject matter: <i>Historical</i> Media: <i>Clay</i> Techniques: <i>coiling method</i> Uses: <i>for fetching and storing water</i> Future modification: <i>addition of handles</i></p> 	<p>Assessment: Present learners with different artworks for them to use the guidelines in appreciating and appraising.</p> <p>Summarize lesson activities with learners.</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Performing artworks include dance, music and drama.</p> <p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. Agbadza dance</p>  <p>Let learners talk about the theme, gestures, makeup, costume, stage use and stage setting as they watch the video or pictures of the dance.</p>	<p>Review the lesson activities through questions and answers.</p>

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Extensive Reading	
Class: B1	Class Size:	Sub Strand: Reading Aloud	
Content Standard: BI.6.2.1: Demonstrate knowledge by reading short simple sentences made of words they have learnt.		Indicator: BI.6.2.1.1 Read simple sentences of about three to four words.	Lesson: I OF I
Performance Indicator: • Learners can read simple sentences of about three to four words.		Core Competencies: Creativity and innovation, Communication and collaboration,	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 58			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the lesson	Write sentences made up of three or four words on the board. Lead learner to read the sentences. Call learners to read the sentences one by one	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Write sentences made up of three or four words on the board. Lead learner to read the sentences. Call learners to read the sentences one by one	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Write sentences made up of three or four words on the board. Lead learner to read the sentences. Call learners to read the sentences one by one	Ask learners series of questions to review their understanding of the lesson Ask learners to tell you what they have learnt Give learners individual or home task

Week Ending:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Values and Psycho-social Concepts	
Class: B1	Class Size:	Sub Strand: Self-Responsibility	
Content Standard: Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities		Indicator: B1.5.1.5.1 participate willingly in physical activities	Lesson: 1 OF 1
Performance Indicator: • Learners can participate willingly in physical activities		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Pictures and Videos		
References: PE Curriculum Pg. 13			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Revise with learners on the previous lesson	Through observation, find out whether learners participate willingly in physical activities. Have Learners participate in physical activities of their interest. Example; jumping, jogging, running, etc.	Review the lesson with learners