LESSON PLANS FOR PRIMARY SCHOOLS

NEW 2024



FIRST TERM LESSON PLAN FOR BASIC ONE

ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES	
	Oral Language	Songs	BI.I.I.I	BI.I.I.I.I.		
	Reading	Pre-Reading Activities	B1.2.1.1	BI.2.1.1.1	Word cards, sentence cards, letter	
I	Writing	Pre-Writing	BI. 4.1.1	BI. 4.1.1.1.	cards, cards, handwriting on a manila card	
	Writing Conventions & Grammar Usage	Using Capitalization	B1.5.1.1	BI.5.1.1.1	and a class library	
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1		
	Oral Language	Rhymes	BI.I.2.I	BI.I.2.I.I		
	Reading	Pre-Reading Activities	BI.2.1.1	BI.2.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card	
2	Writing	Penmanship	BI.4.2.1	BI.4.2.1.1.		
	Writing Conventions & Grammar Usage	Using Capitalization	BI.5.1.1	B1.5.1.1.2	and a class library	
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1		
	Oral Language	Story Telling	BI.I.3.I	BI.I.3.I.I	Word cards, sentence	
3	Reading	Phonics	B1.2.2.1	B1.2.2.1.1	cards, letter cards, handwriting on a manila card	
	Writing	Penmanship	BI.4.2.1	BI.4.2.1.1.	a manila card and a class library	

	Writing					
	Conventions & Grammar Usage	Using Capitalization	B1.5.1.1	BI.5.1.1.3		
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1		
	Oral Language	Dramatization and Role-Play	BI.I.5.I	BI.I.5.I.I		
	Reading	Phonics	BI.2.2.1	BI.2.2.1.2	Word cards, sentence cards, letter	
4	Writing	Writing Letters – Small and Capital	BI.4.3.1	BI.4.3.1.1	cards, handwriting on a manila card	
	Writing Conventions & Grammar Usage	Using Action Words	BI.5.4.I	BI.5.4.1.1	and a class library	
	Extensive Reading	Building the love and culture of reading	BI.6.I.I	BI.6.1.1.1		
	Oral Language	Conversation	BI.I. 6.I	BI.I. 6.I.I.		
	Reading	Phonics	B1.2.2.1	BI.2.2.1.2	Word cards, sentence cards, letter cards, handwriting on	
5	Writing	Writing Letters – Small and Capital	BI.4.3.I	BI.4.3.1.1		
	Writing Conventions & Grammar Usage	Using Action Words	BI.5.4.I	BI.5.4.1.2	a manila card and a class library	
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1		
	Oral Language	Conversation	BI.I. 6.I	BI.I. 6.I.2.		
	Reading	Word Families, Rhyming Endings and Common Digraphs	B1.2.3.1	BI.2.3.1.1	Word cards, sentence cards, letter cards,	
6	Writing	Labelling Items	BI.4.4.I	BI.4.4.1.1.	handwriting on a manila card	
	Writing Conventions & Grammar Usage	Using Action Words	BI.5.4.I	BI.5.4.1.3	and a class library	
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1		

	Oral Language	Conversation	BI.I. 6.I	BI.I. 6.I.2.		
	Reading	Vocabulary	B1.2.6.1	B1.2.6.1.1	Word cards, sentence cards, letter	
7	Writing	Writing Simple Words and Sentences	BI.4.5.1	BI.4.5.1.1.	cards, handwriting on a manila card	
	Writing Conventions & Grammar Usage	Using Qualifying Words – Adjectives	BI.5. 5.I	BI.5. 5.1.1.	and a class library	
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1		
	Oral Language	Listening Comprehension	BI.I.7.I	BI.I.7.I.I		
	Reading	Vocabulary	BI.2.6.1	BI.2.6.1.1	Word cards, sentence cards, letter	
8	Writing	Writing Simple Words and Sentences	B1.4.5.1	BI.4.5.1.2	cards, letter cards, handwriting on a manila card and a class library	
	Writing Conventions & Grammar Usage	Using Qualifying Words – Adjectives	BI.5. 5.I	BI.5. 5.1.1.		
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1		
	Oral Language	Listening Comprehension	BI.I.7.I	BI.I.7.I.I		
	Reading	Comprehension	BI.2. 7.1	BI.2. 7.1.1.	Word cards, sentence	
9	Writing	Writing Simple Words and Sentences	B1.4.5.1	BI.4.5.1.3	cards, letter cards, handwriting on a manila card	
	Writing Conventions & Grammar Usage	Using Simple Prepositions	B1.5.7.1	BI.5.7.1.1	and a class library	
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1		

	Oral Language	Asking and Answering Questions	BI.I.8.I	BI.I.8.I.I	
	Reading	Comprehension	BI.2. 7.1	BI.2. 7.1.2	Word cards, sentence cards, letter
10	Writing	Controlled Writing	BI.4.7.1	BI.4.7.1.1.	cards, handwriting on a manila card
	Writing Conventions & Grammar Usage	Using Simple Prepositions	B1.5.7.1	BI.5.7.1.1	and a class library
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1	
	Oral Language	Giving and Responding to Commands	BI.1.9.1	BI.1.9.1.1	
	Reading	Comprehension	BI.2. 7.I	BI.2. 7.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card
11	Writing	Controlled Writing	BI.4.7.1	BI.4.7.1.1.	
	Writing Conventions & Grammar Usage	Spelling	B1.5.10.1	B1.5.10.1.1	and a class library
	Extensive Reading	Building the love and culture of reading	BI.6.1.1	BI.6.1.1.1	
	Oral Language	Presentation	BI.I.I0.I	BI.I.I0.I.I	
	Reading	Fluency	B1.2.9.1	B1.2.9.1.1	Word cards, sentence cards, letter
12	Writing	Descriptive Writing	BI.4.12.1	BI.4.12.1.1	cards, handwriting on a manila card
	Writing Conventions & Grammar Usage	Spelling	B1.5.10.1	B1.5.10.1.2	and a class library
	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
I	Number	Counting Representation And Cardinality	BI.I.I.I	BI.I.I.I.I	Counters, bundle and loose straws
2	Number	Counting Representation And Cardinality	BI.I.I.I	BI.I.I.I.I	base ten cut square
3	Number	Counting Representation And Cardinality	BI.I.I.I.	B1.1.1.1.2	Counters , patterns made from Manila
4	Number	Number Operations	BI.I.2.I.	B1.1.2.1.1	cards, Bundle of sticks
5	Number	Number Operations	BI.I.2.I.	BI.I.2.I.I	Counters,
6	Number	Number Operations	B1.1.2.2.	B1.1.2.2.1	bundle and loose straws base ten cut
7	Number	Number Operations	BI.I.2.2.	B1.1.2.2.2	square
8	Number	Fractions	BI.I.3.I.	BI.I.3.I.I	Paper strips, cut out cards
9	Number	Fractions	BI.I.3.I.	BI.I.3.I.I	Paper strips, cut out cards
10	Number	Fractions	BI.I.3.I.	BI.I.3.I.2	Paper strips, cut out cards
11	Number	Fractions	BI.I.3.I.	B1.1.3.1.2	Paper strips, cut out cards
12	Number	Money	BI.I.4.I.	BI.I.4.I.I	Ghana's currency (notes and coins)

FIRST TERM SCHEME OF LE	ARNING – SCIENCE
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WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Diversity of matter	Living & Non Living Things	BI.I.I.I	BI.I.I.I.I	Pictures of Plants and animals in the environment,
2	Diversity of matter	Living & Non Living Things	BI.I.I.I	BI.I.I.2.I	plastics videos paper, metal woods pencil
3	Diversity of matter	Living & Non Living Things	BI.I.I.I	BI.I.I.2.2	Pictures of Plants and animals in the environment,
4	Diversity of matter	Living & Non Living Things	BI.I.I.I	BI.I.I.2.3	plastics videos paper, metal woods pencil
5	Diversity of matter	Materials	BI.I.2.I	BI.I.2.I.I	Metals, woods plastics soil stones paper pencil crayons balloons water sand salt sugar
6	Diversity of matter	Materials	B1.1.2.1	BI.1.2.1.2	
7	Diversity of matter	Materials	B1.1.2.1	BI.1.2.1.3	Metals, woods plastics soil stones paper
8	Diversity of matter	Materials	B1.1.2.1	BI.I.2.I.4	pencil crayons balloons water sand salt sugar
9	Cycles	Earth Science	BI.2.1.1	B1.2.1.1.1	Torch candle
10	Cycles	Earth Science	BI.2.1.1	B1.2.1.2.1	matchstick lantern paper
11	Cycles	Earth Science	BI.2.1.1	BI.2.1.3.1-2	pencil pictures of well river
12	Cycles	Earth Science	BI.2.1.1	BI.2.1.4.2	stream water

FIRST TERM SCHEME OF LEARNING – OUR WORLD OUR PEOPLE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	All about us	Nature of God	BI.I.I.I	BI.I.I.I.I	Map of Ghana, atlas, Pictures, Charts, Video Clips
2	All about us	Nature of God	BI.I.I.I	BI.I.I.I.2	Map of Ghana, atlas, Pictures, Charts, Video Clips
3	All about us	My self	BI.I.2.I	BI.I.2.I.I	Pictures, Charts,
4	All about us	Myself	BI.I.2.I	BI.I.2.I.2	Video Clips
5	All about us	My family and the community	BI.I.3.I	BI.I.3.I.I	Pictures, Charts, Video Clips
6	All about us	My family and the community	BI.I.3.I	BI.I.3.I.2	Pictures, Charts, Video Clips
7	All about us	Home & School	BI.I.4.I	BI.I.4.I.I	Pictures, Charts,
8	All about us	Home & School	BI.I.4.I	BI.I.4.I.2	Video Clips
9	All around us	The Environment & the Weather	BI.2.1.1	BI.2.1.1.1	Pictures, Charts,
10	All around us	The Environment & the Weather	BI.2.1.1	BI.2.1.1.2	Video Clips
11	All around us	Plants & Animals	B1.2.2.1	BI.2.2.1.1	Pictures, Charts,
12	All around us	Plants & Animals	B1.2.2.1	BI.2.2.1.2	Video Clips

FIRST TERM SCHEME OF LEARNING – RELIGIOUS & MORAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	God his creation and attributes	God the Creator	BI.I.I.I	BI.I.I.I	Wall charts, wall
2	God his creation and attributes	God the Creator	BI.I.I.I	BI.I.I.I	words, posters, video clip, etc.
3	God his creation and attributes	God the Creator	BI.I.I.I	BI.I.I.2	Wall charts, wall
4	God his creation and attributes	God the Creator	BI.I.I.I	BI.I.I.2	words, posters, video clip, etc.
5	God his creation and attributes	God the Creator	BI.I.I.I	BI.I.I.I-2	Wall charts, wall words, posters, video clip, etc.
6	God his creation and attributes	God the Creator	BI.I.I.I	BI.I.I.I-2	
7	Religious Practices	Religious Worship	BI.2.1.1	BI.2.1.1.1	Wall charts, wall
8	Religious Practices	Religious Worship	BI.2.1.1	BI.2.1.1.1	words, posters, video clip, etc.
9	Religious Practices	Religious Worship	B1.2.1.1	BI.2.1.1.2	Wall charts, wall
10	Religious Practices	Religious Worship	B1.2.1.1	B1.2.1.1.2	words, posters, video clip, etc.
11	Religious Practices	Religious Worship	B1.2.1.1	BI.2.1.1.1-2	Wall charts, wall
12	Religious Practices	Religious Worship	B1.2.1.1	BI.2.1.1.1-2	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	BI.I.I.I	BI.I.I.I.I		
2	History as a Subject	Why & How We Study History	BI.I.I.I	BI.I.I.I.I	Pictures, Charts, Video Clips	
3	History as a Subject	Why & How We Study History	BI.I.I.I	BI.I.I.I.I		
4	History as a Subject	Why & How We Study History	BI.I.I.I	BI.I.I.I.I		
5	History as a Subject	Why & How We Study History	BI.I.I.I	BI.I.I.I.I	Pictures, Charts, Video Clips	
6	History as a Subject	Why & How We Study History	BI.I.I.I	BI.I.I.I.I		
7	History as a Subject	Why & How We Study History	BI.I.I.I	BI.I.I.I.I	Pictures, Charts, Video Clips	
8	History as a Subject	Community History	BI.I.4.I	BI.I.4.I.I		
9	History as a Subject	Community History	BI.I.4.I	BI.I.4.I.I	Pictures, Charts, Video Clips	
10	History as a Subject	Community History	BI.I.4.I	BI.I.4.I.I		
11	History as a Subject	Community History	BI.I.4.I	BI.I.4.I.I	Pictures, Charts,	
12	History as a Subject	Community History	BI.I.4.I	BI.I.4.I.I	Video Clips	

FIRST TERM SCHEME OF LEARNING – CREATIVE ARTS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Visual Arts	Thinking and Exploring Ideas (Visual Arts)	CSE I	BI. I.I.I.I	Photos, videos, art paper, colors and traditional art tools, other
2	Performing Arts	Thinking and Exploring Ideas (Performing Arts)	CSE I	BI. 2.1.1.1	materials available in the community
3	Visual Arts	Planning, Making and Composing	CSE 2&3	B1.1.2.2.1 B1.1.2.3.1	Photos, videos, art paper, colors and traditional art
4	Performing Arts	(Visual Arts) Planning, Making and Composing (Performing Arts)	CSE 2&3	B1.2.2.2.1 B1.2.2.3.1	tools, other materials available in the community
5	Visual Arts	Displaying and Sharing (Visual Arts)	CSE 4&5	B1.1.3.4.1 B1.1.3.5.1	Photos, videos, art paper, colors and traditional art tools, other
6	Performing Arts	Displaying and Sharing (Performing Arts)	CSE 4&5	B1.2.3.4.1 B1.2.3.5.1	materials available in the community
7	Visual Arts	Appreciating and Appraising (Visual Arts)	CSE 6&7	BI.I.4.6.I BI.I.4.7.I	Photos, videos, art paper, colors and traditional art tools, other
8	Performing Arts	Appreciating and Appraising (Performing Arts)	CSE 6&7	B1.2.4.6.1 B1.2.4.7.1	materials available in the community
9	Visual Arts & Performing Arts	Thinking and Exploring Ideas School based project (Visual Arts & performing Arts)	CSE I	BI.I.I.I. BI.2.I.I.	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	
Ι	Oral Language	Songs	BI.I.I.I	BI.I.I.I.I	Word cards, sentence cards, letter cards,	
2	Oral Language	Rhymes	BI.I.2.I	BI.I.2.I.I	handwriting on a manila card	
3	Oral Language	Story telling	BI.I.4.I	BI.I.4.I.I	Word cards, sentence cards, letter cards,	
4	Reading	pre reading activities	BI.2.1.1	BI.2.1.1.1	handwriting on a manila card	
5	Reading	Print concept	B1.2.2.1	BI.2.2.1.1	Word cards,	
6	Reading	Phonological and phonemic awareness	B1.2.3.1	BI.2.3.1.1	sentence cards, letter cards, handwriting on	
7	Writing	Penmanship/Handwriting	BI.3.1.1	BI.3.1.1.1	a manila card	
8	Writing Convention & Grammar Usage	Labelling items in the environment/classroom	BI.3.3.2	B1.3.3.2.1	Word cards, sentence cards, letter cards,	
9	Writing Convention & Grammar Usage	Grammar (capitalization)		BI.5.3.1.1	handwriting on a manila card	
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,	
11	Extensive Reading			BI.6.2.1.1	letter cards, handwriting on a manila card, a	
12	Extensive Reading	Reading aloud	BI.6.2.1	B1.6.2.1.1	library	

FIRST TERM SCHEME -	PHYSICAL	EDUCATION
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WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Motor Skill And Movement Patterns	Locomotive skills	BI.I.I.I.	BI.I.I.I.I	Pictures and Videos
2	Motor Skill And Movement Patterns	Locomotive skills	BI.I.2. I.	B1.1.2. 1.2:	Pictures and Videos
3	Motor Skill And Movement Patterns	Manipulative skills	BI.I.3.I.	B1.1.3.1.3:	Pictures and Videos
4	Motor Skill And Movement Patterns	Manipulative skills	BI.I.4.I.	BI.I.4.I.4:	Pictures and Videos
5	Motor Skill And Movement Patterns	Rhythmic skills	BI .I.5.I.	BI .1.5.1.5	Pictures and Videos
6	Motor Skill And Movement Patterns	Rhythmic skills	BI .I.6.I.	BI .1.6.1.6	Pictures and Videos
7	Movement Concepts	Space Awareness	BI.2.1.2.	BI.2.1.2.1	Pictures and Videos
8	Movement Concepts	Dynamics	B1.2.2.2.	BI.2.2.2.2	Pictures and Videos
9	Physical Fitness	Aerobics capacity	BI.3.1.3	BI.3.1.3.1	Pictures and Videos
10	Physical Fitness	Fitness	B1.3.2.3	BI.3.2.3.2	Pictures and Videos
11	Physical Fitness Concepts	Healthy diet	BI.4.1.4	BI.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:	Development and	
Class: BI	Class Size:		Reading and Writing Skills Personal Development and Leadership and Collaboration		
Content Standard: BI.I.I.I.I BI.2.I.I BI.4.I.I BI.5	5.1.1 B1.6.1.1	Indicator: BI.I.I.I.I BI.2 BI.6.I.I.I	2.I.I.I BI.4.I.I.I BI.5.I.I.I.	Lesson:	

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 I: 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?	A. ORAL LANGUAGE Let learners identify some familiar songs.	Invite learners to tell the class which part of the song interest them most
	Where they heard that song?	Let learners sing familiar songs and clap, tap and or dance to the rhythm.	Ask learners to sing the new song in turns and in groups
	Have learners to sing any song they know and hence introduce the lesson.	,	
Tuesday	Have learners bring out all books from their bags	B. READING Have learners Think-Pair-Share the reasons for keeping books	What have we learnt today? How to handle books
	Teacher inspects how clean learners keep their books.	neat and handling them well. Lead learners to make some	Call out learners to summarize the important
	Teacher motivates learners	rules to guide the handling of books	points in the lesson.
	who keeps their clean and hence introduce the lesson	DOOKS	Have pupils to demonstrate the good ways of handling books
Wednesday	Paste chart showing patterns on the board for learners to observe	C. <u>WRITING</u> Demonstrate vertical, horizontal and oblique strokes/patterns.	Take learners out to a sandy area. Let learners form a big circle.
	Ask learners to mention objects within and outside the class which the shape of the	e.g.	Encourage learners to make different patterns in the sand.
	patterns on the chart		Give learners task to write strokes and patterns in their
		Let learners write these strokes/patterns in the air	books

Thursday	Engage learners in the "Change your style" game Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo.	D. <u>WRITING CONVENTIONS</u> <u>& GRAMMAR USAGE</u> Through pick and write activity, revise writing of capital letters with learners. A B C D	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Friday	Have a variety of age appropriate books for learners to make a choice from.	E. 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:			AY: Sub		Subject: Mathe	Subject: Mathematics				
Duration: 6	0mins per lesson	I					Strand: Numbe	er		
Class: BI Class Si Content Standard: BI.I.I.I Describe numbers and the relations between numbers 0 to 100			lass Size:				Sub Strand: C Cardinality	ounting Represent	ation And	
			ationship	Indicator:			umber names, co		Lesson:	
Learners can	c e Indicator: use number names ind out "how many		sequence	es and	how		Competencies: m Solving skills; Crit	ical Thinking; Justific	ation of Ideas;	
	earning Resourc		Counters,	bundl	le and lo	ose stra	aws base ten cut s	quare		
References	: Mathematics Curr	riculum Pg.	2							
DAYS	PHASE I: STAR	TER	P	PHAS	E 2: MA	IN		PHASE 3: REI	LECTION	
Monday	Engage learners song	-	b	etwee		given nu	s and backwards) mbers between 0 10s;		Review the lesson by giving learners several examples to solve	
	WE CAN COUNT 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.			Identify and correct errors or omissions in counting or skip counting sequences				Give learners task to solve at home.		
Tuesday	Teacher calls out I to 20	numbers f	P	Count to answer "how many?" questions about as many as 100 objects arranged in a line, a grid or a circle;		Review the les learners sever solve				
	Have learners to patterns in the air Randomly call lear	rners to w	S I rite a o	Show that the count of a group of up to 100 objects does not change regardless of the order in which the objects are			change regardless the objects are	Give learners home.	Give learners task to solve at home.	
Wednesday		ber on the board. arners to play the Dice			objects.			Review the lesson by giving learners several examples to solve		
	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			Select an appropriate estimate among all those given for a group of up to 100 objects and justify the choice				task to solve at		
Thursday	competition Teacher calls out numbers from I to 20			Represent the number of objects in a group with a written numeral 0 to 100. learners several solve						
	Have learners to patterns in the air			Use ordinal numbers to describe the position of objects up to 10th place						

	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	Represent the number of objects in a	Review the lesson by giving
	game.	group with a written numeral 0 to 100.	learners several examples to solve
	Put learners into pairs and give	Use ordinal numbers to describe the	
	out two dice to each pair.	position of objects up to 10th place	Give learners task to solve at home.
	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		

Week Ending: DAY:			DAY:		Subject: Science				
Duration: 60mins per lesson Class: B1 Class Content Standard: B1.1.1.1: Show understanding of the physic features and life processes of living things a use this understanding to classify them						Strand: D	Diversity of matter		
			al RILLL Observe and de			Sub Strand: Living & Non Living Things			
• Lear	nance Indicator: mers can observe and desc gs in the environment	ribe diff	erent	kinds of		Competer n Solving skil		ng; Justification of	
	ng/ Learning Resources		Pict	ures of Pla	nts and a	nimals in th	e environment		
New wo	ords								
Referen	ices: Science Curriculum F	² g. 20							
DAYS	PHASE I: STARTER		PHA	SE 2: MA	IN		PHASE 3: R	EFLECTION	
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			t (e.g. nd stones. from the I	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' i find out why they need to l about the characteristics of different things in their environment Display pictures or real obj the environment for learne explore and bring out their characteristics			o know of objects in ners to	each group fla the environme Asks learners tell the charac the environme Ask each grou	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 o sheet of paper the follow		Ask learners to display their desk for exhibition				Put learners into groups and give each group flash cards of things in the environment		
Three things in their environment Write the uses of some of the			livings	chings into s based on cteristics		Asks learners in their groups to tell the characteristics of things i		cteristics of things in	
	things in the environmen		Watch videos/pictures of different kinds of living and non-living things in the environment				the environment on a cardboard. Ask each group to present their work for discussion		

Week E	nding:	DAY:	DAY:		Subject: OWOP				
Duratio	n: 60mins per lesson			Strand: All abo	out us				
Class: B	I	Class Size:		Sub Strand: N					
as the C Perform	nding of God	B I Cr	dicator: .I.I.I.I. Examine reator	Core Com	-	Lesson:			
	ners can examine our relat	-				Problem Solving (
	g/ Learning Resources	Pictures, Ch	iarts,	, Video Clips					
Keyword Referen	ds ces: OWOP Curriculum	Pg. 2							
DAYS	PHASE I: STARTER	R PHASE 2	2: M/	AIN		PHASE 3: R	EFLECTION		
	Let learners sing songs and recite some familia rhymes.		nd ch	bout God's creat parts and real thin		Ask learners s questions to r understanding			
	Using questions and answers, review learne understanding on the u of electricity.	rs videos from ses	m th	to creation stori e internet about o play to retell the	Ask learners to summarize what they have learnt Ask learners to tell you what they have learnt				
		rhymes, an creation: h	Learners draw, color, make models, recite rhymes, and sing songs about God's creation: human beings, animals, trees, rivers, moon, stars, sea and mountains.			Give learners home task	individual or		
		Learners d of God.	liscu	ss and role play th					
	Review learners understanding in the previous lesson using questions and answers	pictures ar	Learners talk about God's creation using pictures and charts and real things from th environment.				series of review their g of the lesson		
		videos fror			to creation stories/watch e internet about creation.		to summarize ve learnt		
	Engage learners to play games and sing songs to begin the lesson.	b Learners r story.		blay to retell the o		Give learners home task			
				bout God's creat harts and real thin		Ask learners series of questions to review their understanding of the lesson			
	rhymes, an	nd sir	, color, make moo ng songs about G n beings, animals,	od's	Ask learners t what they hav				
	Engage learners to play games and sing songs to begin the lesson.	o rivers, mo	on, s	tars, sea and mou	untains.	Ask learners to tell you what they have learnt			
		of God.	Learners discuss and role play the attributes of God.				individual or		

Week E	nding:		DAY:		Subject: RELIGIOUS & MORAL EDUCATION			
Duratio	n: 60mins	I		Strand: God his creation and attributes				
Class: B	I		Class Size:		Sub Strand: Go	od the Creator		
Content Standard: B1.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life. Performance Indicator: • Learners can explain who the creator is					Indicator: Lesson: B1.1.1.1 explain who the creator is I OF I Core Competencies: I OF I Cultural Identity, Sharing Reconciliation, Togetherness, Unity rds, posters, video clip, etc.			
Teaching/ Learning Resources Wall charts, wall word New words Nuclear, Extended, Responsibl References: RME Curriculum Pg. 5					•	other.		
DAYS	PHASE I: STA	RTER	PHASE 2: MAIN	١		PHASE 3:	REFLECTION	
Tell learners stories about creation Have learners form In groups, learners is. - He is God, the organization - He is God, the organization - He provides all organization				s discuss v originator	who the creator	paper the fo 1. Two thir about go 2. Two thir	write on a sheet of llowing ngs they know	

Week End	DAY:			Subject: History					
Duration:	60mins per lesson					Strand: History	as a Subje	ct	
Class: B1		Class Siz	ze:			Sub Strand: W	hy & 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: BI.I.I.I.I Explain that history deals y past human activities			with	with	
	nce Indicator: irs can explain that histo es	ry deals wi	th pa	st human		Competencies: ers to become criti	cal thinker	rs and digital literates	
Teaching/	Learning Resources	Wall cha	arts, v	wall words,	posters	s, video clip, etc.			
Reference	es: History Curriculum	Pg. 2							
DAYS	PHASE I: STARTER		PH	ASE 2: MA	IN		PHASE	3: REFLECTION	
	Engage learners to sing patriot songs they are with. Example: Arise Ghana	familiar	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			of rformed in the en performed ey have e activities were they qualify to recite a rhyme or	to review the lesso Ask learn they hav Ask learn they hav	ners to summarize what re learnt ners to tell you what	
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.		activity. Identify any activity perf past which has not been again List any past events they witnessed Explain that since those performed in the past, t be called history Learners sing a song, re- watch a documentary or activity.		en performed ey have e activities were they qualify to recite a rhyme or	to review the lesso Ask learn they hav Ask learn they hav	ners to summarize what re learnt ners to tell you what			

Week Ending: DA					Subject: Ghanaian Language			
Duration	: 60mins per lesson	1			Strand: Oral Lan	guage		
Class: BI		Class S	ize:	Sub Strand: Songs				
BI.I.I.I: E song by sa song after	Standard: Demonstrate knowledge c ying the words heard in t listening attentively ance Indicator:			1.1.1 Sing familiar songs of more than six lines and			Lesson: I OF I	
Learners o	an sing familiar songs of r place names heard in the	song.		Creativ	Competencies: rity and innovation, Co		l collaboration,	
Teaching	/ Learning Resources	Word o	cards, sentence car	ds, letter	cards, handwriting on	a manila card		
Referenc	es: Ghanaian Language (Curriculur	m Pg. 31					
DAYS	PHASE I: STARTER	8	PHASE	2: MAIN		PHASE 3: RE	FLECTION	
	Engage learners to play the crossword game				o play some the community.	Use questions understanding	to review their of the lesson	
	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. Put learners that are already available. 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		e a popular s and dance they can le. Let learners which has and place Let learn song. Let learn people ar have hear	Learners should listen to a song which has names of animals, things and places. Let learners sing and enjoy the			o summarize what nt	
			song. Learners which has and place roup Let learn song. Let learn people ar	Learners should listen to a song which has names of animals, things and places. Let learners sing and enjoy the		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			song. Learners which has	Let learners sing and dance to the song. Use que understa Learners should listen to a song which has names of animals, things they have			to review their of the lesson o summarize what nt	

new word stemming from the letters that are already available.	Let learners sing and enjoy the song.	
	Let learners mention names of people and animals in the song they have heard.	

Week Ending:	DAY:			Subject: PHYSICAL EDUCATION			
Duration: 60mins			Strand: Motor Skill And Movement Patterns				
Class: Bl	Class S	Size:		Sub Strand: Locomotive skills			
Content Standard: Indicator: Demonstrate knowledge of movement Indicator: concepts, principles, and strategies that B1.1.1.1.1: Tra			avel (move) over, under, in front of, behind, objects using locomotor skills Core Competencies: Creativity and innovation, Communication and collaboration				
Teaching/ Learning Resour	rces Picture	es and Videos					
References: PE Curriculum F	. 13						

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Lead learners through warm-ups activities. Show learners pictures of videos depicting the skills to be learnt.	Demonstrate to learners how to move over objects and allow them to practice at their own pace. Demonstrate move under objects and allow learners to practice at their	Observe learners during practice as individual and provide them with feedback for correct mastery of the skill. Allow them to progress at their
		own pace. Learners in pairs practice move in front and behind and teacher or partners give the instruction	own pace toward mastery. Take them through cool down/warm down activity to end the lesson.
		Learners walk, jog or run through the objects as individuals and as a group.	
		Rearrange, objects (e.g. skittles, cones, etc.) and guide learners to make other movements such as under, in front of, behind, and through objects.	

SCHEME OF LEARNING- WEEK 2

BASIC ONE

Name of School..... Date: DAY: **Subject:** English Language **Core Competencies: Duration:** Reading and Writing Skills Personal Development and Class: BI Class Size: Leadership and Collaboration Indicator: Lesson: **Content Standard:** BI.I.2.I.I. BI.2.I.I.I. BI.4.2.I.I. BI.5.I.I.I. BI.I.2.I BI.2.I.I BI.4.2.I BI.5.I.I BI.6.I.I BI.6.1.1.1 I OF I 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 I: STARTER PHASE 2: MAIN PHASE 3: REFLECTION Flash letter cards to learners A.ORAL LANGUAGE Monday Give learners task to complete while you go round the class for them to make its sounds. to support those who might Have learners recite familiar rhymes. Ask pupils to write some need extra help. letters in the air as you Introduce new rhymes by performing mention them them. Have learners to read and spell some of the keywords in the Lead learners to echo-read the rhymes. lesson 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 Tuesday Have learners bring out all B.READING What have we learnt today? Have learners Think-Pair-Share the How to handle books books from their bags reasons for keeping books neat and Teacher inspects how clean handling them well. Call out learners to summarize learners keep their books. the important points in the Lead learners to make some rules to lesson. Teacher motivates learners guide the handling of books who keeps their clean and Have pupils to demonstrate hence introduce the lesson the good ways of handling books C.WRITING Give learners task to complete Wednesday Engage learners to sing songs and recite familiar rhymes while you go round the class Introduce learners to the lines and to support those who might LITTLE TOMMY spaces they will be expected to write in. need extra help. TITTLEMOUSE Little tommy tittle mouse Demonstrate the letter on the board Have learners to read and spell Lived in a little house, and in the air several times. some of the keywords in the He caught fishes lesson In other men's ditches.

		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'	
Thursday	Engage learners in the "Change your style" game Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo.	work. D. <u>WRITING CONVENTIONS &</u> GRAMMAR USAGE Through pick and write activity, revise writing of capital letters with learners. EFGGH	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 Endi	ng:	DAY:				Subject: Mathematics			
Duration: 6	0mins per lesson					Strand: Number			
Class: B1		Class Si	ze:	ze: Sub Strand: Cardinality			ounting Representation And		
Content St				Indicat			Lesson:		
	scribe numbers and the mbers 0 to 100	relations	hip			umber names, cou nt to find out "how		I OF I	
	ce Indicator:						inany.		
	use number names, count	ing seque	nces ai	nd how		Competencies: n Solving skills; Critic	al Thinking Iustificat	ion of Ideas:	
	ind out "how many?"	Counto		ما م م م ام		iws base ten cut sq			
-	Teaching/ Learning Resources Count New words				ose su a	iws base ten cut sq	uare		
References	: Mathematics Curriculum	Pg. 2							
DAYS PHASE I: STARTER			PHA	SE 2: MA	IN		PHASE 3: REFL	ECTION	
Monday	Engage learners to find t	ha	Cou	nt by Ic (f	orword	and backwards)	Give learners tas	k to complete	
Tionday	missing numbers in the t					mbers between 0	whiles you go ro		
	number between num			100; or by			those who don't understand.		
	20 2		Idon	tify and co	rroct or	rors or	Give remedial learning to those		
	20 24	+	Identify and correct err omissions in counting o				who special help.		
			sequ	ences	-				
Tuesday	Engage learners to label	the		nt to answ			Give learners tas		
	following shapes.					ny as 100 objects id or a circle;	whiles you go ro those who don't		
					, 0	,			
		1				f a group of up	Give remedial lea		
			to 100 objects does not ch regardless of the order in objects are counted or the				who special help.		
			arrai	ngement c	of the ob	jects.			
Wednesday	Have learners to play gai	mes and	Estin	nate the n	umber o	of objects in a	Give learners tas	k to complete	
······································	recite familiar rhymes to		smal	l group (u	p to 100) and describe	whiles you go ro		
	the lesson.		the e	estimation	strategy	v used;	those who don't	understand.	
			Seleo	Select an appropriate estimate among		Give remedial learning to those			
			all th	nose given	n for a group of up to 100		who special help.	-	
Thursday	F			cts and jus			<u>Circles and the second second</u>		
Thursday	Engage learners to add the and find the cost of each					of objects in a numeral 0 to 100.	Give learners tas whiles you go ro		
		\mathcal{I}	0.00	F			those who don't		
	$3 \not\in 10 \not\in 2 \not\in (1)$	l¢)				o describe the			
			posit	tion of obj	ects up	to 10th place	Give remedial lea who special help.		
	4ϕ $\langle 10\phi \rangle$ (2ϕ))							
Friday	Have learners to play gai	mes and	Rop	asont the	number	of objects in a			
linday	recite familiar rhymes to					numeral 0 to 100.			
	the lesson.	-		-					
						o describe the to 10th place			
			Posi		ects up	to rour place			

Week E	nding:	DAY:	DAY: S			Subject: Science			
Duratio	n: 60mins per lesson				Strand: Diversity	of matter			
Class: B	I	Class Size	:		Sub Strand: Livi	ng & Non	Living Things		
B1.1.1.2: living thin have neve	E Standard: Understand the differences Igs, non-living things and thir er been alive		I BI I I / I Identity and name animals a			and	Lesson:		
• Learr	nance Indicator: ners can identify and name a locality	•		Problei	-	al Thinking	; Justification of Ideas;		
Teaching	g/ Learning Resources	Pictures of	Plants and an	imals in	the environment				
New wo Reference	rds ces: Science Curriculum Pg.	20							
DAYS	PHASE I: STARTER	PH	ASE 2: MAIN	N		PHAS	E 3: REFLECTION		
Paste a chart on the board showing variety of things in the environment			n guidance, lea es of plants ar os and picture ners come ou r plants and a o/pictures usir	arners io nd anima es nt with t nimals r ng the ''	on animals and dentify the local als seen in the he local names of not seen in 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 o sheet of paper the follow		•	r videos	on animals and	Put learners into groups and give each group flash cards of things in the environment			
Three things in their environment Write the uses of some of the things in the environment Have learners to write on a sheet of paper the following			Draw and color any local plant or animal Compare their drawings and identify the type of animal or plant drawn through a peer activity Watch pictures or videos on animals and plants			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 Put learners into groups and give each group flash cards of things in the environment			
									Three things in their environment Write the uses of some of things in the environmen

Week En	ding:	DAY:		Subject: OWOP					
Duration:	60mins per lesson			Strand: All abou	it us	t us			
Class: BI		Class Size	:	Sub Strand: Na	ture of God				
Content S BI.I.I.I.	Demonstrate understar	nding of Go	d Indicator: BI.I.I.I.I. Exa	mine our relationshij	o with	Lesson:			
	nce Indicator: rs can examine our relat	ionship with	the Creator	Core Competer Communication and	n cies: I Collaborat	tion Critical Thinking			
Teaching/	Learning Resources	Pictures, C	Charts, Video Clips						
Keywords									
Reference	es: OWOP Curriculum	Pg. 2							
DAYC					DUACE				
DAYS	PHASE I: STARTER		PHASE 2: MAIN		PHASE	3: REFLECTION			
	Let learners sing songs and recite some familiar rhymes. Using questions and answers, review learners understanding on the uses of electricity.		Learners talk about using pictures and things from the er	charts and real		ners series of questions w their understanding of on			
			Learners listen to stories/watch vide internet about cre Learners role play creation story.	os from the eation.	Ask learners to summarize what they have learnt Ask learners to tell you what they have learnt Give learners individual or home				
	Review learners unders the previous lesson usin questions and answers		Learners talk about God's creation using pictures and charts and real things from the environment.		task Ask learners series of questions to review their understanding of the lesson				
	Engage learners to play games and sing songs to begin the lesson.		Learners listen to creation stories/watch videos from the internet about creation. Learners role play to retell the creation story.		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		Learners talk about using pictures and things from the er	charts and real	Ask learners series of questions to review their understanding of the lesson				
	Engage learners to play games and sing songs to begin the lesson.		recite rhymes, sin God's creation: he animals, trees, rive	Learners draw, color, make models, recite rhymes, sing songs about God's creation: human beings, animals, trees, rivers, moon, stars, sea and mountains.		ners to summarize what e learnt ners to tell you what e learnt			
			Learners discuss a attributes of God.		Give learners individual or home task				

Week En	ding		DAY:				Subject: REUG			
WEEK LIN	u		DAI.			Subject: RELIGIOUS & MORAL EDUCATION				
Duration :	60mins						Strand: God his creation and attributes			
Class: BI			Class Siz	ze:			Sub Strand: G	od the Cre	ator	
Content S	Standard:				Indicator:				Lesson:	
	B1. 1.1.1. Explain who the Creator is					BI.I.I.I Explain who the creator is			I OF I	
 Performance Indicator: Learners can explain who the creator is 					Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity					
Teaching	Wall cha	irts, v	wall words,	posters	s, video clip, etc.					
New wor	New words									
Reference	es: RME Curric	ulum Pg	g. 2							
DAYS	PHASE I: ST	FARTER	F	PHA	SE 2: MAIN	1		PHASE	3: REFLECTION	
	Tell learners creation	stories a	ibout H	Have	e learners fo	orm gro	ups of three.	Review	the lesson with learners	
			-	crea - He - He	ator is. is God, the	origina I our ne	uss who the tor of all things. eds: air, food,	paper th 4. Two god 5. Two	ipils write on a sheet of the following things they know about things god created w two things god created	

Week E	nding:	DAY:	Subject: Histor			/		
Duration	n: 60mins per lesson				Strand: History	as a Subject		
Class: Bl		Class Size	: Sub Strand: W			hy & How We Study History		
BI.I.I.I. what hist everyday	Standard: Demonstrate understar ory is about and how it life. ance Indicator:		Indicato BI.I.I.I.I past huma	Explain an activit	that history deals cies Competencies:	with		
 Learn activity 	ers can explain that histor ties	y deals with	past human			cal thinker	rs and digital literates	
Teaching/ Learning Resources Wall char			s, wall words,	posters	, video clip, etc.			
Reference	es: History Curriculum	Pg. 2						
DAYS	PHASE I: STARTER		PHASE 2: M	IAIN		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. Identify any activity performed in the past which has not been performed again			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 Ask learners series of questions to review their understanding of the lesson		
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.			List any past events they have witnessed Explain that since those activities were performed in the past, they qualify to be called history			Ask learners to summarize what they have learnt Ask learners to tell you what they have learnt Give learners individual or home		
					recite a rhyme tary of any past	task		

Week Ending: DAY:			DAY: Subject:			ubject: Creative Arts			
Duration:	60mins per lesson			Strand: Pe	rformin	ng Arts			
Class: BI		Class Siz	e:	Sub Stran	d: Thin	king and Explori	ng Ideas		
generate c	itandard: ate understanding of h own ideas for artistic as on the people	community and descr	ndicator: B1. 2.1.1.1 Think about the people who li community and describe what you know a history and their culture or way of life.			Lesson:			
 Performation Learner describ 	nce Indicator: rs can think about the p e what you know about	their histor		way of life.	Decisi Comm	e Competencie on Making Creativ nunication other materials av	vity, Innovation		
_	Learning Resources	communit ulum Pg. 5	у						
DAYS	PHASE I: STARTER	ł	PHASE 2: MAIN			PHASE 3: REF	LECTION		
	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.		n different groups of the local communi town, city or distri Share ideas they ha history of the peop where they came f	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).			Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.		
	Ask learners question learners understandin previous lesson.	Share stories that culture or way of l community. Listen to and ask q stories told by com resource persons to history and culture the community. Take a walk in the visit famous buildin post office, chief's buildings), importa sites of the commu possible, view phor ICT devices (such view pictures or w internet Use ideas gained to own performing ar describe the peopl live.	ife of people juestions on munity elder that explain t e of the people community t palace, old nt places and unity. Where tographs or u as computer) patch videos c	rs or he le in o he old ise to on the ate	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson.				

Week Er	nding:	DAY:		Subject: Ghanaia			ian Language		
Duratior	: 60mins per lesson			Strand: Oral Language					
Class: Bl		Class Size:			Sub Strand: Rh	ymes			
BI.I.2.I: words in Perform	Standard: Demonstrate an under a rhyme by listening at ance Indicator: ers can explore rhymes o	tentively.	lines	Explore Core	rhymes of about s		Lesson: I OF I		
Creativity and innovation, Communication an lines Teaching/ Learning Resources Word cards, sentence cards, letter cards, handwriting on a manila									
Reference DAYS	es: Ghanaian Language (PHASE I: STARTER	Curriculum Pg.	. 39 PHASE 2:	MAIN		PHASE 3: REF	LECTION		
	Have learners to write patterns in the air.	Using actions and gestures, teacher explores rhymes for pupils to imitate.			Use questions to review their understanding of the lesson				
	Engage learners to sing songs and dance to it		Learners explore rhymes accompanied by tapping, clapping and other sound making actions. Ask learner to explore some rhymes they know.		pping, clapping	Ask learners to summarize w they have learnt			
	Flash letter cards to lea	Teacher ea	voloras i	hymes to	Use questions to review their				

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

Week Ending: DAY:				Subject: PHYSICAL EDUCATION				
Duration: 60mins Strand: Mo					Strand: Motor Skil	or Skill And Movement Patterns		
Class: Bl Class Size:			e:	Sub Strand: Locomotive skills				
Content Standard: Demonstrate knowledge of movement concepts strategies that apply to the learning and perform physical activities						Lesson:		
 Performance Indicator: Learners can jump individually taking-off on and on both feet. 			one foot Core Competencies: Creativity and innovation, Communication and collaboration			ollaboration		
	/ Learning Resources	Fictures a						
Referenc	es: PE Curriculum Pg. 2							
DAYS	DAYSPHASE I: STARTERPlay games and recite rhymes that learners are familiar with to begin the lesson.Ask learners questions to review their understanding in the previous lesson.		PHASE 2: MAIN		PHASE 3: REFLECTION			
			Learners go through general and specific warm-ups.		Use questions to review thei understanding of the lesson			
			Demonstrate to learners how to jump taking off on one foot and both feet (show video or pictures of the activities).		Ask learners to summarize what they have learnt			
			individuals and	l in a g	ractice the activity as roup at their own ual differences for			
			activity by org learners to jur	anizing np ove	ump and high jump g obstacles for er for height or off on one foot or			
			Take them thr down activity	-	cool down/warm I your lesson.			

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		
Class: B Class Size:			Leadership and Collaboration		
Content Standard: BI.I.3.I BI.2.2.I BI.4.2.I BI.5.I.I BI.6.I.I		Indicator: BI.I.3.I.I BI.2 BI.6.I.I.I	2.2.1.1 BI.4.2.1.1. BI.5.1.1.3	Lesson:	

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 I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	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.	A.ORAL LANGUAGE 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.	B. <u>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.	C. <u>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'	Have learners to read and spell some of the keywords in the lesson
----------	---	--	--
Thursday	Have leaners to write their names, starting with capital letters	work. D. <u>WRITING CONVENTIONS &</u> GRAMMAR USAGE Introduce the activity and tell learners	Give learners task to complete while you go round the class to support those who might need extra help.
		 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. 	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.	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 Endi	ng:	DAY:				Subject: Mathematics			
Duration: 6	0mins per lesson					Stran	d: Number		
Class: B1		Class Si	ze:			Sub S Cardin		unting Representat	tion And
	andard: scribe numbers and the mbers 0 to 100	relations	hip		2 Identi	y numb		ent positions	Lesson:
	ce Indicator: identify numbers in differe r (0 – 100)	ent positio	ons around a Core Competencies: Problem Solving skills; Critic					al Thinking; Justificat	ion of Ideas;
•	earning Resources	Counter	rs, bun	dle and lo	ose stra	ws base	e ten cut sq	uare	
New words									
References	Mathematics Curriculum	Pg. 3							
DAYS	PHASE I: STARTER		РНА	SE 2: MA	IN			PHASE 3: REFL	ECTION
Monday	y Engage learners to sing songs and recite rhymes <u>Tooting tutors</u> 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?			lay a numl iples of 2 learners i rent positi	betweer dentify i	0 and 1 numbers	100 and s in	Give learners tas whiles you go rou those who don't	und to guide understand.
				number. Put learners in convenient g give each group a number g them identify numbers in di positions around a chosen f 24 16 8 22 14 6			grid and have ifferent		
Tuesday	Engage learners to sing songs and recite rhymes <u>Sleet slitters</u> 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		20121810Display a number charmultiples of 3 betweenhave learners identify rdifferent positions arounnumber.Put learners in conveningive each group a numthem identify numberspositions around a choositions around a			i 0 and 1 numbers und a giv ient gro ber grid in diffei	100 and s in ven ups and l and have rent	Give learners tas whiles you go roi those who don't Give remedial lea who special help.	und to guide understand. arning to those
Wednesday	Engage learners to sing s recite rhymes <u>Pease Porridge Hot</u> Pease porridge hot. Peas porridge cold, Pease porridge in the po days old: Some like it hot, some lil	e t, nine	mult have differ num Put l	lay a numl iples of 4 learners i rent positi ber. earners in	betweer dentify i ons aro conven	t with n 10 and 1 numbers und a giv	100 and s in ven	Give learners tas whiles you go rou those who don't Give remedial lea who special help.	und to guide understand. arning to those

	Some like it in the pot, nine days	them ider					
	old.	positions				mber. T	
			4	8	1	-	
			16	18	11	-	
			28	44	69	-	
			67	76	96		
Thursday	Engage learners to sing songs and recite rhymes <u>"Itsy Bitsy Spider"</u> The itsy bitsy spider crawled up	Display a multiples have learr different p	of 5 be ners id	etween entify n	0 and umber	Give learners task to complete whiles you go round to guide those who don't understand.	
	the water spout. Down came the rain, and washed the spider out.	number. Put learne			-		Give remedial learning to those who special help.
	Out came the sun, and dried up all the rain and the itsy bitsy spider went up the spout again"		group itify nu	a numt mbers	oer grie in diffe	d and have erent	
			10 40 25 45	5 20	30 60 15 55		
Friday	Engage learners to sing songs and recite rhymes	Display a multiples have learr	of <mark>6</mark> be	etween	0 and	100 and	Give learners task to complete whiles you go round to guide those who don't understand.
	"It's Raining, It's Pouring It's raining: it's pouring. The old man is snoring.	different p number.	oositio	ns arou	ind a g	iven	Give remedial learning to those who special help.
	He bumped his head on the top of the bed, And couldn't get up in the morning.	Put learne give each them ider positions	group itify nu	a numt mbers	oer grie in diffe		
			12 6 72 36	42 24	48 54 30 60		

Week En	ding:	DA	Y :			Subject: Science	:		
Duration	: 60mins per lesson					Strand: Diversity	of matte	r	
Class: B1		Cla	ass Size	:		Sub Strand: Livin	ng & Non	g & Non Living Things	
BI.I.I.2: U between li	Standard: Jnderstand the differences ving things, non-living thing which have never been	gs I	Indicat B1.1.1.2 water a	.2 Know the ba	isic ne	(food,	Lesson: I OF I		
Performa	ance Indicator: ers can know the basic nee	eds of	f living t	hings (food,		e Competencies:			
	and air)		-				ical Thinki	ng; Justification of Ideas;	
Teaching	/ Learning Resources	Pic	ctures o	f Plants and anir	nals in	the environment			
New wor	ds								
Reference	es: Science Curriculum Pg	. 21							
DAYS	PHASE I: STARTER			PHASE 2: M	AIN		PHAS	E 3: REFLECTION	
	Engage learners to sing songs and recite rhymes''If wishes were horsesBeggars 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!Engage learners to sing songs and recite rhymesHot 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!Engage learners to play games, sing songs and recite rhymes to begin the lesson.Using questions and answers review learners on the previous lesson.			(for example t move, grow ar Work in pairs needs of living air, shelter, ap Elaborate on I them to brains of basic needs Give some exa (for example t move, grow ar Work in pairs needs of living air, shelter, ap Elaborate on I them to brains	hings in to ide things propri- storm of livin amples hings in d pro to ide things propri- earner storm	duce young ones). ntify the basic (e.g. food, water, ate warmth). s' ideas to guide on the importance ng things. of living things that eat/drink, duce young ones). ntify the basic (e.g. food, water, ate warmth). s' ideas to guide on the importance	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. Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.		
				(for example t move, grow an Work in pairs needs of living Elaborate on l	amples hings n nd pro to ide things earner storm	of living things that eat/drink, duce young ones). ntify the basic s' ideas to guide on the importance	Ask learners questions to review their understanding the lessson. Give learners task to do whiles you go round to guid those who need help.		

Week Ending:		DAY:		Subject: OWOP						
Duration: 60mi	ns per lesson			Stran	d: All abou	t us				
Class: Bl		Class Size:		Sub S	trand: My	self				
Content Standa B1.1.2.1. Demo a unique individ	nstrate knowledg	e of self as	Indicator: B1.1.2.1.1 Recogr basis of one's unio		vidual chara	cteristics as the	Lesson:			
Performance In	ndicator:	al characteristi	cs as the basis of o	mpetencies: cation and Collaboration	on Critical					
Teaching/ Lear	ning Resources	Pictures, Cha	arts, Video Clips							
Keywords										
References: OV	VOP Curriculum	Pg. 3								
DAYS	PHASE I: STAR	TER	PHASE 2: MAIN			PHASE 3: REFLEG	CTION			
	Engage learners t and recite rhyme "If wishes were ho Beggars would ri If turnips were w Would wear one And if if's and and and pans, The tinker would Engage learners t and recite rhyme	s horses borses de: ratches by my side. d's were pots d never work! to sing songs	Learners in group talk about their ir characteristics an themselves, bring similarities and di Learners brainsto importance of kno appreciating ones Learners say thing themselves with o positive self-estee Learners in group talk about their ir	idividual d accept ing out t fference rm on t owing ar elf. gs about confiden em s identif	their s. he nd ce and	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.				
	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!		themselves, bring similarities and di Learners brainsto importance of kno appreciating ones Learners say thing	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			words they le lesson.			
	Engage learners to sing songs and re to begin the lesso Using questions a review learners of previous lesson.	cite rhymes on. and answers	Learners in group talk about their ir characteristics an themselves, bring similarities and di Learners brainsto importance of kno appreciating ones	os identify and ndividual d accept ing out their fferences. orm on the owing and		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	± l
positive self-esteem	

Week Endir	ng:	DAY:			Subject: RELIGI	OUS & M	ORAL EDUCATION		
Duration: 60	Omins			Strand: God his creation and attributes					
Class: Bl		Class Size:		Sub Strand: God the Creator					
Content Sta Bl. I.I.I. Ex	Indard: plain who the Crea	itor is	Indicator: B1. 1.1.1.2: Mention the names of so the things God created.			me of	Lesson:		
 Performanc Learners God creat 	can mention the nan	nes of some of th	e things		Competencies: Identity, Sharing Re	conciliatio	n, Togetherness, Unity		
Teaching/ L	earning Resources	Wall charts, v	wall words	, posters,	video clip, etc.				
New words		I							
References:	RME Curriculum I	Pg. 2							
DAYS	PHASE I: STA	RTER	PHASE	E 2: MAIN	N	PHASE	3: REFLECTION		
	sing songs and begin the lesson Using questions		charts, showin created trees, r mounta Let lear model s created Help le rhymes	video clip g some o l: humank ivers, the ins. mers drav some of t l. arners to and sing	with pictures, os and songs of the things God kind, animals, e sea and w, color and the things God o role play, recite songs about ogs God created.	their un lessson. Give lea	ners questions to review derstanding of the rners task to do whiles round to guide those who lp.		

Week Endin	g:	DAY:			Subject: History	,	
Duration: 60	mins per lesson				Strand: History	as a Subje	ct
Class: Bl		Class Size:			Sub Strand: Wi	ny & How We Study History	
	nonstrate understa is about and how it	-	BI.I.I.I.I	Indicator: BI.I.I.I.I Explain that history deals past human activities			Lesson:
Performance Learners e activities	e Indicator: can explain that histo	ry deals with pa	st human		Competencies: ers to become criti	cal thinker	rs and digital literates
Teaching/ Le	earning Resources	Wall charts, v	wall words,	posters	, video clip, etc.		
References:	History Curriculum	Pg. 2					
DAYS	PHASE I: STAF	TER	PHASE	2: MAI	N	PHASE	3: REFLECTION
Engage learners to sing s patriot songs they are fa with.					tivity they neir first day at	Ask learners series of questions to review their understanding of the lesson	
	Example: Arise Ghana Youth. Example: Arise Ghana Youth. 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.		in the p perform List any witness Explain activitie past, th history Learner rhyme o of any p	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			ners to summarize what re learnt ners to tell you what re learnt rners individual or home
			in the p perform List any witness Explain activitie past, th history	past which ned again past event ed that since s were p ey qualif	vity performed th has not been n ents they have ce those performed in the y to be called song, recite a	to review the lesso Ask lear they hav Ask lear they hav	ners to summarize what re learnt ners to tell you what
			rhyme o		n a documentary		

Week Ending	g:	DAY:			Subject: C	creative	e Arts	
Duration: 60	mins per lesson	•			Strand: Vis	sual Ar	rts	
Class: BI		Class Size	e:		Sub Stran	d: Plar	nning, Making and	Composing
	understanding of l ideas for artistic	now to	BI I.2	a tor: 2.2.1 /B1 1.2.3.1 nation using avai				
	e Indicator: can create own artwo and methods.	-	-		e Competencie sion Making Creativ munication	vity, Innovation		
Teaching/ Learning Resources Photos, videos, community				t paper, colors an	d traditional ai	rt tools	, other materials av	ailable in the
References:	Creative Arts Curric	,						
DAYS PHASE I: STARTER				PHASE 2: MAI	N		PHASE 3: REFL	ECTION
	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 memory on visu are produced o local communit Recall all kinds artworks that r and culture of t make decisions artworks reflec culture or way in the local com	ual artworks or found in th y. of visual eflect the his the people. on how the t the history of life of peo	that e tory and	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.			ng in	Learners are to and use availabl and methods of make own visua as drawing, doc and modelling t history and cult people. Guide learners artworks that r history and cult community, suc symbols.	e tools, mate f production al artworks si odling, pattern hat reflect th cure of the to create use eflects the cure of the lo	erials to uch ns le eful cal	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson	

Week End	ing:	DAY:				Subject: Ghanaian Language					
Duration:	60mins per lesson					Strand: Oral La	nguage				
Class: BI		Class S	Size:			Sub Strand: Sto	ory telling				
Content St			Indi	cator:				Lesson:			
and retellin	chibit knowledge of lis g simple stories.	stening	-		cuss the	characters and eve	ents of a story	I OF I			
	ce Indicator: s can recognize and use es	e postpos	sitions	in short		Competencies: vity and innovation, C	Communication and	collaboration,			
Teaching/	Learning Resources	Word	cards,	sentence cards, letter cards, handwriting on a manila card							
References	: Ghanaian Language C	Curriculu	m Pg.	56							
DAYS	PHASE I: STARTER	ł		PHASE 2:	MAIN		PHASE 3: REFL	ECTION			
	Flash letter cards to l them to make its sou Ask pupils to write so	ers	Show a clip learners.		·	Use questions to understanding of					
	in the air as you mention them			Use questions to elicit names of characters in stories watched or told in class from learners.			they have learnt				
				Show a mo	ovie/play	to learners.					
				Tell or read an interesting story to learners.							
	Have learners to write patterns in the air.	te letter		Discuss the by talking a		with the learners by issues.	Use questions to review their understanding of the lesson				
	Engage learners to sin dance to it	ng songs	and	Encourage actions in t		s to retell the 7.	Ask learners to summarize what they have learnt				
				Let learner	rs watch	the clip again.					
				and direct story.	them to	to the learners role play the					
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters			Discuss the story with the learners by talking about key issues.			Use questions to review their understanding of the lesson				
	in the air as you men	tion ther	n	Encourage learners to retell the actions in the story.			Ask learners to they have learnt	summarize what			
				Let learner	rs watch	the clip again.					
						to the learners role play the					

Week En	nding:	DAY:				Subject: PHYSICAL EDUCATION			
Duration	: 60mins			Strand: Motor Skill And Movement Pattern					
Class: BI		Class Si	ze:			Sub Strand: Manip	ulative skills		
Demonstr strategies physical ac Perform	ance Indicator: ers can roll a ball from sta	osition using	F Cor	Lesson: I OF I					
Teaching	/ Learning Resources	Pictures	and Videos						
DAYS	PHASE I: STARTER Let learners jog within demarcated area to wa their bodies Show learners pictures videos depicting the ski	rm up or	PHASE 2: MAIN 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 whiles moving from one point to				PHASE 3: REFLECTION Organize mini game for learners for fun and enjoyment to prevent boredom. Take learners through cool		
	learnt.	Guide learners to practice individually and in groups. Observe them practice at their own pace and give corrective feedback for correct skill mastery. Learners can further use bats or sticks to roll the ball to challenge the fast learners.				down to end the lesson			

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: BI	Class Size:				
Content Standard: BI.I.5.I BI.2.2.I BI.4.3.I BI.5.4.	I BI.6.1.1.1.	Indicator: BI.I.5.I.I. BI.2.2.I.2. BI.4.3.I.I. BI.5.4.I.I. BI.6.I.I.I.		Lesson:	

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 I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Revise learners RPK by asking them to sing previous songs taught.	A. <u>ORAL LANGUAGE</u> Begin the lesson with the narration of a familiar story.	Give learners task to complete while you go round the class to support those who might need extra help.
	Play a variety of songs to learners; ranging from circular music, highlife to gospel etc.	Have learners identify the characters in the story and their roles.	Have learners to read and spell some of the keywords in the lesson
	Have learners to sing other familiar songs they know.	Have learners role-play some specific characters in groups. Let learners talk about theirs and others' roles	
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.	others' roles.B. READING Have learners play alphabet gamesto practice recognition of letternames at random. e.g. Lucky Dipgame, Treasure Hunt.Let learners use letter cards toorder the letters of the alphabet.Have learners find out which lettercomes before the other, among agiven set of letters, as a whole class,in groups, in pairs and individually.Select letters whose sound youintend to teach, e.g. two letters at atime.Say each sound first in context andthen 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.	C. <u>WRITING</u>	Give learners task to complete
	Call out learners to make		while you go round the class to
	any pattern of their choice	Show a chart of letters (small and	support those who might need
		capital). e.g. A B C D E a b c d	extra help.
		e	Have learners to read and spell
		Place letter cards (small and capital	some of the keywords in the
		letters) on teacher's table.	lesson
		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.	
Thursday	Have leaners to write their	D.WRITING CONVENTIONS	Give learners task to complete
,	names, starting with capital	& GRAMMAR USAGE	while you go round the class to
	letters		support those who might need
		Introduce the activity and tell	extra help.
		learners two things you do daily.	
			Have learners to read and spell
		Put learners in groups to talk about	some of the keywords in the
		the things they do every day: e.g. I	lesson
		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	
Eriday	Hove a variaty of age	react to the presentations. E. EXTENSIVE READING	Have learners to read and spall
Friday	Have a variety of age appropriate books for	E.E.A.I ENSIVE READING	Have learners to read and spell the key words on the board
	learners to make a choice	Using book tease or book talk,	Learners to draw parts of the
	from.	introduce the reading/ library time.	story they read
		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	
	1		1

Week Ending:	DAY:			Subject: Mathematics		
Duration: 60mins per lesson	ation: 60mins per lesson Strand: Number		Strand: Number			
Class: Bl	Class Size:			Sub Strand: Number Operations		
Content Standard: B1.1.2.1 Develop a conceptual up of addition and subtraction	nderstanding	Indicate B1.1.2.1. and subt	I Demonstrate understanding of addition		Lesson:	
Performance Indicator: Learners can demonstrate understat subtraction	nding of additior	n and		Competencies: n Solving skills; Critical Thinking; Justifica	ition of Ideas;	
Teaching/ Learning Resources Counters, bundle		ndle and lo	ose stra	ws base ten cut square		
New words						

References: Mathematics Curriculum Pg. 6

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	 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. You can choose any number that might be relevant and replace the buzz with another 	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?	Review the lesson by giving learners several examples to solve Give learners task to solve at home.
Tuesday	 word. Learners to play the "Ten green bottles sitting on the wall" game. Draw each number on separate cards, starting with the number I 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 	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?	Review the lesson by giving learners several examples to solve Give learners task to solve at home.

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?	Review the lesson by giving learners several examples to solve Give learners task to solve at home.
		Assessment: Have learners to practice with more examples.	
Thursday	Teacher calls out numbers from I to 20	Read out a number of story problems to learners.	Review the lesson by giving learners several examples to solve
	Have learners to write number	Guide learners to indicate if the	
	patterns in the air.	scenario in a story problem represents an addition or a subtraction and	Give learners task to solve at home.
	Randomly call learners to write	justifying the answer	
	a said number on the board.		
Friday	Teacher calls out numbers	Create a story problem for	Review the lesson by giving
	from I to 20	subtraction or addition or for a given number sentence (+ and – within 20)	learners several examples to solve
	Have learners to write number	- Daniel's family have 6 electric bulbs	
	patterns in the air.	in the house. Two of the bulbs are not working. How many bulbs can Daniel's	Give learners task to solve at home.
	Randomly call learners to write a said number on the board.	family use?	

Week End	ling:	DAY:		Subject: Science				
Duration:	60mins per lesson				Strand: Diversity	y of matte	r	
Class: B1		Class Size	:	: Sub Strand: Livi		ing & 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 living and r	Describ	e the differences be g things	etween	Lesson:	
 Performance Indicator: Learners can describe the differences between non-living things 			en living and		Competencies: m Solving skills; Critic	cal Thinking	; Justification of Ideas;	
	Learning Resources	Pictures o	of Plants and ar	nimals in	the environment			
New word	ls							
Reference	s: Science Curriculum Pg.	21						
DAYS	DAYS PHASE I: STARTER		PHASE 2:	MAIN		PHASE	3: REFLECTION	
	Review learners unders the previous lesson usin questions and answers Engage learners to play and sing songs to begin lesson.	games the	and non- livi observationa community t living things. Learners me specific living things observ Describe the living and no think –pair s differences in feeding, repr	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. Learners mention the names of the specific living things and non-living things observed. Describe the differences between living and non- living things using think -pair share (focus on differences in movement, growth, feeding, reproduction).		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 learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.		living and no Learners refi learnt about things and ar What are exa What are exa In what ways from non-livin Come out wit	Give reasons for grouping things into living and non-living. 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.		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		

Week E	nding:	DA	Y:	:	Subject: O	WOP		
Duratio	n: 60mins per lesson			:	Strand: All	about us		
Class: B	I	Clas	ss Size:	:	Sub Strand	1: My self		
Content	Standard:	Indicator:			•	Lesson:		
BI.I.2.I.	Demonstrate knowledg	ge	BI.I.2.I.I Recognize individu	ual ch	aracteristics	as the		
		basis of one's uniqueness				I OF I		
Perform	ance Indicator:				Core C	ompeten	cies:	
	ners can recognize individu Jeness	ial cha	aracteristics as the basis of on	e's			Collaboration Critical	
•		tures, Charts, Video Clips						
Keyword	ds							
Referen	ces: OWOP Curriculum	Pg. 3						
DAYS	PHASE I: STARTER	`	PHASE 2: MAIN			DUACE		
DATS	PHASE I: STARTER	K	PHASE 2: MAIN			PHASE	3: REFLECTION	
	Engage learners to sing	song	s Learners in groups ider	ntify a	nd talk	Ask lear	ners questions to review	
	and recite rhymes	-	about their individual c	about their individual characteristics			their understanding of the	
	"If wishes were horse	<u>es</u>		and accept themselves, bringing out		lessson.		
	If wishes were horses		their similarities and di	their similarities and differences.				
	Beggars would ride:						rners task to do whiles	
	If turnips were watches		Learners brainstorm or			you go round to guide those wh		
	Would wear one by my			and		need he	lp.	
	And if if's and and's wer	re po	ts appreciating oneself.					
	and pans,							
	The tinker would never	r wor	, 0					
			with confidence and po esteem	sitive	sen-			
	Engage learners to sing	song		ntify a	nd talk	Ask lear	ners to summarize what	
	and recite rhymes	0	about their individual c			they hav	e learnt.	
	Hot Cross Buns		and accept themselves,	bring	ging out			
Hot cross buns!		their similarities and di	fferen	ices.	Let learn	ners say 5 words they		
	Hot cross buns!					rememb	er from the lesson.	
	One ha' penny. Two ha' p Hot cross buns!	enny.	Learners brainstorm or					
	If you have no daughters.		importance of knowing	and				
	Give them to your sons		appreciating oneself.					
	One ha' penny, Two ha' p	enny.		_				
	Hot Cross Buns!	-	Learners say things abo					
			with confidence and po	ositive	solf_	1		

Learners say things about themselves with confidence and positive self-

esteem.

Week Ending:		DAY:			Subject: RELIGI	OUS & M	ORAL EDUCATION		
Duration: 60m	ins				Strand: God his creation and attributes				
Class: BI		Class Size:			Sub Strand: Go	d the Cre	ator		
Content Stand BI. I.I.I. Expla	BI. I.I.I.	Indicator: B1. 1.1.1.2: Mention the names of some of the things God created.			Lesson:				
 Performance I Learners can God created 	n mention the nam	es of some of th	ne things		Competencies: Il Identity, Sharing Re	conciliatio	n, Togetherness, Unity		
Teaching/ Lea	rning Resources	Wall charts,	wall words	, posters	, video clip, etc.				
New words									
References: RN	1E Curriculum F	g. 2							
DAYS	PHASE I: ST	ARTER	PHAS	E 2: MA	NIN	PHASE	3: REFLECTION		
	Engage learners sing songs and r begin the lessor Using questions review learners lesson.	ecite rhymes to and answers	charts, showin created trees, r mounta Let lea model created Help le rhymes	video cli g some o d: human vivers, th ains. rners dra some of d. arners to and sing	with pictures, ps and songs of the things God kind, animals, e sea and aw, color and the things God o role play, recite g songs about ngs God created.	their un lessson. Give lea	ners questions to review derstanding of the rners task to do whiles round to guide those who lp.		

Week End	ling:	DAY:			Subject: History	/	
Duration:	60mins per lesson				Strand: History	as a Subje	ct
Class: BI		Class Size:	: Sub Strand: W			hy & How	We Study History
Content Standard: BI.I.I.I. Demonstrate understanding of what history is about and how it is part of everyday life. Performance Indicator:			Indicator: BI.I.I.I.I Explain that history deals past human activities			Lesson: with	
• Learner activitie	rs can explain that histor es		•	Learne		cal thinker	rs and digital literates
Teaching/	Learning Resources	Wall chart	s, wall words,	posters	, video clip, etc.		
References	s: History Curriculum	Pg. 2					
DAYS	PHASE I: STARTE	R	PHASE 2:	MAIN		PHASE	3: REFLECTION
	Engage learners to sing some patriot songs they are familiar with. Example: Arise Ghana Youth. 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.		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			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	
			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.		to review the lesso Ask learn they hav Ask learn they hav	ners to summarize what e learnt ners to tell you what	

Week E	nding:	DAY:		Subject: C	Creative	e Arts		
Duration: 60mins per lesson				Strand: Pe	rformi	ing Arts		
Class: B		Class Siz	e:	Sub Stran	d: Plar	nning, Making and	Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people			Indicator: B1.2.2.2.1/ B1.2.2.3.1 Create own artwor performing artworks produced or perfor local community					
 Learn or pe 	ance Indicator: hers can create own artwo performed in the local comm g/ Learning Resources	nunity	deos, art paper, colors an	•	Decis Com	e Competencie sion Making Creativ munication s, other materials av	vity, Innovation	
Reference	c es: Creative Arts Curricu	ılum Pg. 5						
DAYS PHASE I: 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		ce and ed or	Learners are to refres on music, dance and d produced or found in community. Recall all kinds of mus that reflect the history the people. Make decisions on how artworks they plan to will reflect the history way of life of the peop	rama that are the local ic, dance, dra and culture w the perform make or perf and culture	e Ima of ning form			
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: Ghanai	an Language	
Duration	: 60mins per lesson	I			Strand: Reading		
Class: BI		Class Siz	ze:	: Sub Strand: Pre			es
B1.2.1.1: Recognise and talk about B1			Indicator: B1.2.1.1.13 Rea and school.	.2.1.1.13 Recognize and discuss the iter		ns in the home	Lesson:
Learne	Ince Indicator: ers can recognize and dis and school.	cuss the ite	ems in the		Competencies: vity and innovation, C	Communication and	collaboration,
Teaching	/ Learning Resources	Word ca	rds, sentence car	ds, letter	cards, handwriting o	n a manila card	
Reference	es: Ghanaian Language (Curriculum	Pg. 39				
DAYS	PHASE I: START	ER	PHASE 2:	MAIN		PHASE 3: RE	FLECTION
	Engage learners to pl crossword game		Show some learners and the names.		e items to ners to mention	Use questions t understanding c	of the lesson
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		the home an	Write the names of some items in the home and school on a manila card.		Ask learners to they have learn	summarize what t	
	available.	-7		Lead learners to mention the items on the manila card.			
	Put learners into gro	ups	Draw some school on a		the home and ard.	Use questions t understanding c	
	Write a list of items chalkboard by wrong them and allow stude correct them.	ly spelling		Show some concrete items that can be found in home and school.			summarize what t
	Invite one person fro group to write their the board		by mentionii and group th	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.		s, shapes and tems.			
	Engage learners to pl crossword game	ay the	Learners sho items in the		ntion names of nd school.	Use questions t understanding c	
	Write a word on the crossword-style. Invi student to the board a new word stemmin letters that are alread	te each to create g from the	and call learn demonstrate	ners one	items in the class by one to e item is used	Ask learners to they have learn	summarize what t
	available.	,	answers to t	Lead learners through questions and answers to tell what each of the items are used for.			

Week End	ling:	DAY:		Subject: PHYSICA	L EDUCATION	
Duration:	60mins			Strand: Physical Fitness		
Class: B1		Class S	ize:	Sub Strand: Flexib	oility	
Content S Demonstrat concepts	tandard: te knowledge of movem	ent BI		.4: Balance oneself, demonstrating momentary stillness, netrical and asymmetrical shapes using body parts other		
Performance Indicator: Learners can Balance oneself, demonstrating momentary sti asymmetrical shapes using body parts other than both feet a Teaching / Learning Personnese Pictures and Videos				, in symmetrical and	Core Comp Creativity and in Communication	
Teaching/	Learning Resources	FICTURE				
Reference	s: PE Curriculum Pg. 13					
DAYS	PHASE I: START	ER	PHASE 2: MAIN		PHASE 3: RE	FLECTION
Begin the lesson with general and specific warm-ups after watching and discussing a video on the lesson with learners.		Use the line of symm symmetrical shape. Demonstrate to lear oneself in momentar symmetrical by stand width apart with arm sideways.	mers balancing ry stillness in ding shoulder	Use questions t understanding c Ask learners to they have learnt	of the lesson summarize wha	
			Learners practice main symmetrical and a shapes using body particle learners practice in group at their ow them practice, give protivate learners. End the lesson with	asymmetrical art. e as individuals and n pace. Observe positive back and		

SCHEME OF LEARNING- WEEK 5

BASIC ONE

Name of School.....

Date:	DAY:		Subject: English Language		
Duration:			Core Competencies: Reading and Writing Skills Pe	rsonal Development and	
Class: BI	Class Size:		Leadership and Collaboration		
Content Standard: BI.I. 6.I BI.2.2.I BI.4.3.I BI.5.4	4.1 BI.6.1.1	Indicator: BI.I. 6.I.I. BI BI.5.4.I.2 BI.	.2.2.1.2. BI.4.3.1.1. .6.1.1.1.	Lesson:	

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 I: 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.	A.ORAL LANGUAGE 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.	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 Round and Round the Garden Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.	Discuss the importance of greetings. B. READING 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	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		
		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	
Wednesday	Engage learners to sing songs and recite rhymes	C.WRITING	Give learners task to complete while you go round the class to
		Show a chart of letters (small and	support those who might need
	<u>Sea shells</u>	capital). e.g. A B C D E a b c d e	extra help.
	She sells seashells by the seashore The shells she sells are	Place letter cards (small and capital letters) on teacher's table.	Have learners to read and spell some of the keywords in the lesson
	surely seashells So if she sells shells on the seashore,	Put learners into groups and ask representatives of the groups to take turns to pick and match the letter	
	I am sure she sell seashore shells	cards to the letters on the chart. Those who are able to match them	
	3110113	correctly win points for their groups	
		and receive stars.	
		Let learners write the letters in their books.	
Thursday	Engage learners to sing songs	D.WRITING CONVENTIONS &	Give learners task to complete
	and recite rhymes	<u>GRAMMAR USAGE</u>	while you go round the class to support those who might need
	Row, Row, Row Your Boat"	Introduce the activity and	extra help.
	Row, row, row your boat,	demonstrate it.	
	Gently down the stream.		Have learners to read and spell
	Merrily, merrily, merrily, merrily,	Guide learners with questions to describe the state of given things or	some of the keywords in the lesson
	Life is but a dream.	situations,	1635011
		e.g. My bag is red.	
Friday	Have a variety of age appropriate books for learners	E. <u>EXTENSIVE READING</u>	Have learners to read and spell the key words on the board
	to make a choice from.	Using book tease or book talk, introduce the reading/ library time.	Learners to draw parts of the story they read
		ind oddee the reading, ibrary 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.	

Week End	ling:	DAY:			Subject: Mathematic	s	
Duration:	60mins per lesson	l			Strand: Number		
Class: B1		Class Size:	Sub Strand: Numbe			r Operations	
	tandard: evelop a conceptua ding of addition and		Indicator: BI.I.2.I.I Demonstrate understanding of and subtraction		of addition	Lesson:	
	nce Indicator:	i subti action	and subt	1			
Learners ca	n demonstrate unde	rstanding of add	lition and		Competencies: n Solving skills; Critical Th	ninking; Justifica	ation of Ideas;
subtraction Teaching /			ndle and lo		ws base ten cut square		
Resources							
New word	ls						
Reference	s: Mathematics Curr	iculum Pg. 6					
DAYS	PHASE I: ST	ARTER	PHASE	2: MA	IN	PHASE 3	•
						REFLEC	
Monday	Have learners to circle. Everyone takes tu number starting v and so on. At every number or a multiple of 4, needs to say BUZ the number. The next person the series. For example; 1-2- buzz-9-10-11-buz buzz etc. You can choose a that might be rele replace the buzz v word.	with a 4 in it that person Z instead of just continues 3-buzz-5-6-7- z-13-14-15- ny number vant and with another	learners. For instan - Sena has more bot bottle cap 8 bottles Assessme with more	caps caps		learners ser solve Give learne at home.	lesson by giving veral examples to ors task to solve
Tuesday	Learners to play t green bottles sitti wall" game. Draw each number separate cards, st the number I and the number of the available to play, a them on each chil can see it. The children will circle, holding har the lyrics of the so	ng on the er on arting with ending with e children and hang d so they all dance in a ads singing	learners. For instan - Sena has more bot	ice, s 8 bottle tle caps	y problems orally to e caps. She takes 5 from Kofi. How many sena now have?	learners se solve	lesson by giving veral examples to rrs task to solve

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?	Review the lesson by giving learners several examples to solve Give learners task to solve at home.
		Assessment: Have learners to practice with more examples.	
Thursday	Teacher calls out numbers from 1 to 20	Read out a number of story problems to learners.	Review the lesson by giving learners several examples to solve
	Have learners to write number patterns in the air. Randomly call learners to write a said number on the board.	Guide learners to indicate if the scenario in a story problem represents an addition or a subtraction and justifying the answer	Give learners task to solve at home.
Friday	Teacher calls out numbers from I to 20 Have learners to write number	Create a story problem for subtraction or addition or for a given number sentence (+ and – within 20)	Review the lesson by giving learners several examples to solve
	patterns in the air. Randomly call learners to write a said number on the board.	- 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?	Give learners task to solve at home.

Week Ending: DAY			DAY: Subject: S		ject: Scienc	e	
Duration	: 60mins per lesson			Stra	nd: Diversi	y of matter	
Class: B1		Class Si	ze:	e: Sub Strand: Ma		aterials	
B1.1.2.1 Recognize materials as BI			ator: 2.1.1 Identify and name a variety of everyda ials in their immediate environment		ay I OF I		
Performance Indicator: Learners can identify and name a variety o immediate environment			ryday materials in their		Core Con Problem So of Ideas;		es: Critical Thinking; Justification
Teaching	/ Learning Resources	Metals,	woods plastics soil stone	es pap	er pencil cra	yons	
New wor	ds						
Reference	es: Science Curriculum Pg	. 22					
DAYS	PHASE I: STARTE	R	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,</i> <i>water and stone</i> In groups, learners observe, sort, identify and name materials collected. Guide learners to explain the basis of			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.	
	Review learners under in the previous lesson questions and answers Engage learners to play	using	their classification. Engage learners to go and observe and colle present in their enviro E.g. metals, wood, plastics, water and stone	ct mat	erials t.	they hav Let lear	ners to summarize what re learnt. ners say 5 words they per from the lesson.
	Engage learners to play game and sing songs to begin the lesson.		In groups, learners observe, sort, identify and name materials collected. Guide learners to explain the basis of their classification.				
	Review learners under in the previous lesson questions and answers	using	Revise with learners t examples of materials environment.			Ask learners to summarize what they have learnt.	
	Engage learners to play and sing songs to begir lesson.		Reflect on what they h relate the lesson to ex the materials.	veryda	y uses of		ners say 5 words they per from the lesson.
			Let learners draw and the materials they hav their books.				

Week Ending: DAY:			Subject: OWOP)			
Duratior	n: 60mins per lesson				Strand: All abou	t us		
Class: Bl		Class Size	:	Sub Strand: My			family and the community	
B1.1.3.1. one's rela for good Perform Learners of of one's u	Standard: Demonstrate understan ationship with others ar interpersonal relations ance Indicator: can recognize individual ch niqueness g/ Learning Resources	BI.I.3.I.I us and the	Communication and Cultural Identity					
Keyword				•				
•	es: OWOP Curriculum	Pg. 3						
DAYS	PHASE I: STARTE	R	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!		s <mark>es</mark> s y side. re pots	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			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.		
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!		relationship with family and friends. 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.		Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.				
			Learners rol relationship	• •	ealthy nily and friends.			

Week Ending: DAY:				Subject: RELIGIC			OUS & MORAL EDUCATION		
Duration:	60mins		Strand: God his cr			reation a	nd attributes		
Class: Bl		Class Size	:		Sub Strand: God	the Cre	ator		
Content Standard: B1. 1.1.1. Explain who the Creator is			Indicator B1.1.1.1.3		e some attributes o	f God.	Lesson:		
	nce Indicator: ers can mxamine some at	tributos of G	od		Competencies:	onciliation	n, Togetherness, Unity		
	Learning Resources				s, video clip, etc.	onemation	, rogetherness, only		
New wor									
Reference	es: RME Curriculum Pg	g. 2							
DAYS PHASE I: STARTER			PHASE 2: I	MAIN		PHAS	E 3: REFLECTION		
	Engage learners to sing recite rhymes Ezekiel cried, "Dem dr Ezekiel cried, "Dem dry b Ezekiel cried, "Dem dry b "Oh, hear the word of the The foot bone connected bone, The leg bone connected bone The knee bone connected thigh bone. The thigh bone connected back bone. The back bone connected head bone, The neck bone connected head bone, Oh, hear the word of the	ry bones! ones! e Lord to the leg to the knee d to the d to the d to the d to the	the attribute: Engage learners songs and ro attributes of another, truth mercy, etc. at community. Let learners activities: - home: fan one another, - school: tea demonstrate themselves a	s of Go ers with le play t God sh fulness, home, s role pla nily mer achers a care ar nd ity : visit	pictures, charts, co demonstrate owing: love to one kindness, patience, chool and y the following nbers caring for	review the less Give le you go	rners questions to their understanding of sson. arners task to do whiles round to guide those eed help.		

Week En	iding:	DAY:			S	ubject: History			
Duration	: 60mins per lesson		Strand: History a			s a Subject			
Class: BI		Class Size	ize: Sub Strand: Wh			ub Strand: Why	y & How We Study History		
BI.I.I.I.	Standard: Demonstrate understa ory is about and how it life.		Indicator: B1.1.1.2 Describe how sources of historical evidence help us find out ab past human activities			out I OF I			
• Learne evider	ance Indicator: ers can describe how sou nee help us find out about / Learning Resources	: past humar	n activ	Lear	ners		al thinker	s and digital literates	
-	es: History Curriculum		,		-, -				
DAYS PHASE I: STARTER			PHAS	E 2: MAIN			PHAS	E 3: REFLECTION	
	Engage learners to play sing songs and recite rl to begin the lesson. Using questions and an review learners on the previous lesson.	nymes co an swers Si co F si E an C th	elebra nd we ketch elebra Have le ketch a Explain re talk Guide li	earners to relate	e to it. d an mem	ays, festivals tory. birthday the picture or they relate they Past Events) album of ubers, starting	review the less Give lea you go	rners questions to their understanding of son. arners task to do whiles round to guide those ed help.	

Week En	ding:	DAY:	Subject: Creativ		reative	e Arts		
Duration	: 60mins per lesson			Strand: Vis	ual Arts	2S		
Class: B1		Class Siz	e:	: Sub Strand: Displ		aying and Sharin	g	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people				B1.1.3.4.1/B1.1.3.5.1 Plan a display of own artworks th reflect the history and culture or way of life of people				
 Performance Indicator: Learners can plan a display of own artwork culture or way of life of people in the local 			community.	-	Decisio Comm	Competencie on Making Creativ unication	ity, Innovation	
Teaching	/ Learning Resources	Photos, vie communit	deos, art paper, colors an y	d traditional ar	t tools, o	other materials av	ailable in the	
Referenc	es: Creative Arts Curricu	ılum Pg. 5						
DAYS	PHASE I: STARTER	R	PHASE 2: MAIN			PHASE 3: R	EFLECTION	
	Engage learners to play sing songs and recite rh begin the lesson. Using questions and ans review learners on the lesson.	swers	Learners are to wate exhibition that was h their circuit. Engage learners to d displaying portfolio of artworks. Plan a display of owr artworks to share, e the public on the his people in the local of	iscuss the need of own visual n portfolio of ducate and in tory and cult	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.		their own. It may include paintings, collage, paper work, drawings etc.answers to understandGo round the class to ensure thatCall learned			Use series of a answers to re- understanding Call learners in summarize the	view learners of the lesson. n turns to	
			Learners to display p visual artworks to ee the public on the his people in the local c	ducate and inf tory and cult	form			

Week Ending: DA					Subject: Ghanaian Language			
Duration:	60mins per lesson				Strand: Reading			
Class: BI		Class S	ize:	e: Sub Strand: Print			concept	
			Indicator: B1.2.2.1.1-2 Han	dle a bo	ook appropriately		Lesson:	
• Learne	 Performance Indicator: Learners can handle a book appropriately 			Creativ	Competencies: vity and innovation, Co		collaboration,	
Teaching	Learning Resources	VVord	cards, sentence	e cards,	letter cards, hand	writing on a ma	anila card	
Reference	e s: Ghanaian Language (Curriculun	n Pg. 40					
DAYS	PHASE I: STARTEI	R	PHASE 2: M	AIN		PHASE 3: RE	FLECTION	
Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them		books appropriate Discuss with le inappropriate Example: foldir with food, put Let learners co handle books v Example: foldir spine	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			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		by telling them may break the Discuss with le print material For instance, b the book. Invite learners	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 lea for them to make its so Ask pupils to write sor in the air as you mentio	ounds. ne letters	holding the bo learners to ob Learners demo	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 movem	ent pattern	
Class: Bl Class Size:			Sub Strand: Rhythmic skills			
			alk with	the arms or hands stretched by	Lesson:	
 Performance Indicator: Learners can walk with the arms or hands stretched sides 		tretched by	Core Competencies: Creativity and innovation, Communication and collaboration			
Teaching/ Learning Resources Pictures and Videos			1			

References: PE Curriculum Pg. 13

DAYS	PHASE I: 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.	Demonstrate to learners how to walk with arms stretched sideways from one point to the other.	Take learners through cool down to end the lesson
		Guide learners to walk with their hands stretched sideways as individuals and in a group but progress at their own pace.	
		Observe them practice and give them feedback for motivation and correct mastery of skill.	
		Assessment: Mark lines on the ground and let learners walk on them, make the active challenging and to prevent boredom.	

SCHEME OF LEARNING- WEEK 6

BASIC ONE

Name of School..... Date: DAY: Subject: English Language **Core Competencies: Duration:** Reading and Writing Skills Personal Development and Class: BI Class Size: Leadership and Collaboration Indicator: Lesson: **Content Standard:** BI.I.6.I.2. BI.2.3.I.I. BI.4.4.I.I BI.5.4.I.3 BI.I.6.I. BI.2.3.I BI.4.4.I BI.5.4.I BI.6.I.I BI.6.1.1.1 I OF I Performance Indicator: A. Learners can describe the home, people or places B. Learners can use common rhyming endings to decode simple words C.Learners can draw simple pictures of peers or various objects and use invented spelling to write about oneself D.Learners can use the present tense continuous form of verbs. E. Learners can read a variety of age - appropriate books and texts from print References: English Language Curriculum Pg. DAYS **PHASE I: STARTER** PHASE 2: MAIN PHASE 3: REFLECTION Flash letter cards to learners A.ORAL LANGUAGE Give learners task to complete Monday for them to make its sounds. while you go round the class to Welcome children and have them sit in a support those who might need semi-circle. Greet them and introduce extra help. Ask pupils to write some letters in the air as you mention the topic for discussion. them Use the Community Circle Time Have learners to read and spell some of the keywords in the Strategy. lesson Learners are provided with an opportunity to interact freely with the teacher and peers, starting with greetings. Have learners use appropriate responses and non-verbal language (body language and facial expression) as they greet each other. 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 Tuesday Write a simple word vertically B.READING Give learners task to complete on the board . E.g. P while you go round the class to Е Introduce learners to simple word support those who might need Ν formation using the phonic slide to extra help. change the sound at the initial, medial Invite learners to come up with a word starting with each letter and final positions of words, e.g. pat, Have learners to read and spell of the vertical word. some of the keywords in the mat. fat. lesson Have learners build on these rhyming endings.

		In groups, let learners read out their words.	
		Have learners form sentences with these rhyming words.	
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. Learners are to pick the letter cards in turns and make its sound.	C. <u>WRITING</u> 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. Have learners go round to observe the pictures. In groups, let learners share their observations. Ask learners to draw and label three objects of their choice.	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 play "Back to the Board" game. Display word cards on the teachers table in front of the class. 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.	D. WRITING CONVENTIONS & GRAMMAR USAGE (using action words) Use the present tense continuous form of verbs. 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. Henry is <u>swimming</u> . ii. Chantal is <u>sweeping</u> the classroom. iii. Esther is fighting. iii. Obeng and Edna are going to school. Engage learners to use present tense continuous form of verbs to form simple sentences.	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

Veek Ending: DAY:			Subject: Mathematics		
Duration: 60mins per lesson		Strand: Number			
Class: BI	Class Size:	ass Size:		Sub Strand: Number Operations	
Content Standard: B1.1.2.2 Demonstrate an understanding of the concept of equality		Indicator: BI.I.2.2.1 Use objects and pictorial models to solve word problems involving joining, separating and comparing sets within 20		Lesson:	
				joining, separating and	I OF I
Performance Indicator: Learners can use objects and pictor involving joining, separating and co		ns	Core Competencies: Problem Solving skills; Critica Justification of Ideas;	l Thinking;	
Teaching/ Learning Resources Counters		, bundle and loose	straws b	ase ten cut square	
New words					
References: Mathematics Curric	ulum Pg. 6				

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Have leaners to find the missing numbers	Introduce the concept of equal to.	What have we learnt today?
	2	Explain that equal to '=' means "the same as'	Solving word problems using objects and pictorial models
	3	Give practical examples to explain this to leaners.	Review the lesson by giving leaners home task to solve
	8 3 4	Call out three girls and three boys. Let leaners understand that the number of	
	8	girls is equal to the number of boys. 3 girls = 3 boys.	
		Learners are to use objects available to them to illustrate the concept	
	8 8	Bring out and display objects to leaners.	
		Learners are to explore equality by using the objects.	
Tuesday	Revise leaners RPK by solving a few examples on word	Guide leaners to Identify if two quantities or groups of objects are	What have we learnt today?
	problems involving equal to =	equal or not and justifying answers. Use pictorial models to illustrate this concept.	Solving word problems using objects and pictorial models
		Group models (blocks) in colors.	Review the lesson by giving leaners home task to solve
		Have leaners to determine which group is equal or not equal.	
		have leaners to count to determine the number of blocks in each group as justification	
		Assessment : Have leaners to practice with more examples	

Wednesday	Engage learners to sing	Have leaners to use the symbol = to	What have we learnt today?					
· · · · · · · · · · · · · · · · · · ·	I'm counting one, what is one	record equal relationships.						
	• I - One is one alone, alone		Solving word problems using					
	it shall be.	Illustrate different relationships for	objects and pictorial models					
	• 2 - Two pair, two pair come	leaners to listen and observe.	,					
	pair let us pair		Review the lesson by giving					
	• 3 - Turn around	Have leaners to analyze each	leaners home task to solve					
	• 4 - Follow me	relationship.						
	• 5 - Fire							
	• 6 - Sister	Leaners are to use equal to symbol to						
	• 7 - Saviour	link the relationships						
Thursday	Engage leaners to Play show	Have leaners to Represent a pictorial	What have we learnt today?					
i nui suuj	me a number game with	or concrete equality in symbolic form.	villae have we learne today.					
	learners (up to 10), with	or concrete equality in symbolic form.	Solving word problems using					
	fingers.	Use a symbol () to represent the	objects and pictorial models					
	inigers.	unknown in an addition statement.	objects and pictorial models					
	Teacher mentions the		Review the lesson by giving					
	number from (1 to 10).	Example: Group A	leaners home task to solve.					
	Learners then show their	Example. Group A	leaners nome task to solve.					
	fingers up to show the							
	number							
	number	2 circles+ 2 squares=4						
		z circles - z squares - +						
		Group B						
		★★★ + ▲						
		3 stars + 1 triangle =4						
		Conclude that, the objects in group A						
		is equal to the objects in group B						
		That is $(2+2) = (3+1)$						
		(3, 1)						
		Guide leaners to solve more examples						
Friday	Engago lognors to Play show	Have leaners to represent a pictorial	What have we learnt today?					
inuay	Engage leaners to Play show me a number game with		vinat nave we learne today!					
	learners (up to 10), with	or concrete equality in symbolic form	Solving word problems using					
		Use a symbol () to represent the unknown in a subtraction	Solving word problems using					
	fingers.		objects and pictorial models					
	Teacher mentions the	statement	Povious the lessen by siving					
			Review the lesson by giving					
	number from (1 to 10).	Use pictorial objects to illustrate this	leaners home task to solve.					
	Learners then show their	leaners.						
	fingers up to show the							
	number	Have leaners explore for themselves						
		the objects available to them to						
		establish the equality in symbolic form						
		to represent unknown in subtraction						
		statements.						
Week Endin	g:	DAY:			Su	ubject	t: Science	
---	--	---	--	-------------------------------	---	---	---	-----------------------
Duration: 60	mins per lesson				St	er		
Class: BI		Class	Size:		Su	ub Sti	rand: Materials	
Content Standard: B1.1.2.1 Recognize materials as important resources for providing human needsIndicator: B1.1.2.1.2 Describe and group materials							Lesson:	
Performance indicator: Learners can describe and group materials by their appearance					Proble of Idea	em Solv as;	npetencies: ving skills; Critical Th	inking; Justification
	earning Resources	Meta	ls, woo	ods plastics soil stones pape	er penci	il cray	ons	
New words								
References:	Science Curriculum Pg.	. 22						
DAYS	PHASE I: STARTI	ER		PHASE 2: MAIN			PHASE 3: REFI	LECTION
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 t school environment and bring the 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). Draw and color several objects/ materials based on their appearan		nem ce or, sy'	Ask learners ques their understandi Give learners tasl you go round to need help.	ng of the lessson. < to do whiles guide those who		
	Play games and recite that learners are fami	Draw and color several or materials based on their	Ask learners to summarize what they have learnt.					

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).

Let learners say 5 words they

remember from the lesson.

Ask learners questions to review

their understanding in the

begin the lesson.

previous lesson.

Week Ending:	DAY:		Subject: OWO	Subject: OWOP	
Duration: 60mins per lesson			Strand: All about us		
Class: Bl	Class Size:		Sub Strand: My	family and	d the community
Content Standard: B1.1.3.1. Demonstrate understa one's relationship with others and for good interpersonal relations	nd the need		y persons closely related to to relate well with others		Lesson: I OF I
 Performance Indicator: Learners can identify persons c with others 	o us and the need t	o relate well		ompetencies: ication and Cultural Identity	
Teaching/ Learning Resources Pictures, Cl		harts, Video Clips			
Keywords					

References: OWOP Curriculum Pg. 3

DAYS	PHASE I: 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	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.
	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.	 with family and friends. 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 Endi	ng:	DAY:			Subject: RELIGIOU	IOUS & MORAL EDUCATION	
Duration: 6	0mins			Strand: God his creation an			and attributes
Class: B1		Class Size:			Sub Strand: God t	he Cre	ator
Content Standard: B1. 1.1.1. Explain who the Creator is			Indicator B1.1.1.1.3	•	ne some attributes of	God.	Lesson:
Performance Indicator:Learners can examine some attributes of God				Cultura	Competencies: al Identity, Sharing Reco	nciliatior	
Teaching/ L	earning Resources	Wall charts,	wall words,	poster	s, video clip, etc.		
New words	6	1					
References	RME Curriculum P	g. 2					
		-					
DAYS	PHASE I: START	ER	PHASE 2: MAIN		PHASE 3: REFLECTION		
	Engage learners to s recite rhymes Ezekiel cried, "Dem Ezekiel cried, "Dem dr Ezekiel cried, "Dem dr "Oh, hear the word of The foot bone connect bone, The leg bone connect bone The knee bone connect bone The knee bone connect back bone. The thigh bone connect back bone, The back bone connect neck bone, The neck bone connect head bone, Oh, hear the word of	dry bones! y bones! the Lord end to the leg d to the knee ted to the ted to the ted to the ted to the ted to the	the attribut Engage lear songs and r attributes of another, true mercy, etc. of community. Let learner activities: - home: fa one anothe - school: t	es of G ners wi role play of God thfulnes: at home s role p amily m er, eacher: te care	th pictures, charts, v to demonstrate showing: love to one s, kindness, patience,	reviev the le Give while	earners questions to w their understanding of essson. learners task to do s you go round to guide e who need help.

- **community**: visits to the hospital and orphanage, etc.

Week Endi	ing:	DAY:			Subject: History			
Duration: 6	60mins per lesson				Strand: History as a	a Subje	ct	
Class: BI		Class Size:			Sub Strand: Why &	& How	v 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 sc historical evidence help us past human activities		help us find out about			
 Performance Indicator: Learners can describe how sources of histor evidence help us find out about past human a 			ctivities	Learner		thinker	s and digital literates	
Teaching/ I	Learning Resources	Wall charts,	, wall words,	, posters,	video clip, etc.			
References	History Curriculum	Pg. 2						
DAYS	PHASE I: STAR	ΓER	PHASE 2	: MAIN		PHA	SE 3: REFLECTION	
	Engage learners to sing songs and recit begin the lesson.	Sing songs or recite rhymes related to celebrations such as birthdays, festivals and weddings as part of history.			Ask learners questions to review their understanding of the lessson.			
	Using questions and review learners on lesson.		celebration	h. Hers to reland talk a learners to llking about	cting a wedding	while	learners task to do s you go round to guide who need help.	

Week Ending: DAY:				Subject: (Creative Arts	ve Arts		
Duration:	: 60mins per lesson			Strand: Pe	erforming Arts			
Class: B1		Class Size	e:	Sub Strar	nd: Displaying And Shar	playing And Sharing		
generate own ideas for artistic expressions on the people				n a display of own a ulture or way of life	rtworks to reflect the of the people	Lesson:		
 Performance Indicator: Learners can plan a display of own artworks the history and culture or way of life of the p 								
Teaching/	/ Learning Resources	Photos,	videos, art pa	per, colors and tra	ditional art tools			
Reference	es: Creative Arts Curric	ulum Pg. 18						
DAYS	PHASE I: START	ER	PHASE 2	: MAIN	PHASE 3: RE	FLECTION		
Review the previous knowledge of the learners by making them answer questions on the previous			performan s history and	re to watch pictures ces that reflect the I culture of the Ghar	to review their	Ask learners series of questions to review their understanding o the lesson		
	lesson. Engage learners to play games and sing songs to begin the lesson		n and tell the	s talk about the pictu e class the part of the at interest them mo	res they have learn e st. Ask learners to	Ask learners to summarize what they have learnt Ask learners to tell you what		
			Leaners to video in gr	perform parts of th oups.		t ndividual or home		
				e need for performir ons of own music, da etry, etc.	ng			
	Review the previous of the learners by ma answer questions on lesson.	aking them	Guide lear portfolio c	ners to plan a display f own music, dance d		Ask learners series of questions to review their understanding o the lesson		
Engage learners to play games and sing songs to begin the lesson		felt perfor	ers talk about how t ming their own ons.	they have learn	Ask learners to summarize what they have learnt			
			i. what they	o talk about learnt from the	they have learn	Ask learners to tell you what they have learnt		
			performanc	e of other groups.	Give learners in task	ndividual or home		
				er things they would w brove upon their os.	vant			

Week Er	nding:	DAY:			Subject: Ghana	lian Language	
Duration	: 60mins per lesson				Strand: Readin	g	
Class: BI		Class Si	ze:		Sub Strand: Pl	nonological and p	honemic awareness
BI.2.3.1:	Standard: Demonstrate knowled, ng and differentiating so	-	-		Recognize the location of ounds in one and two-syllable		Lesson:
 Learn in one 	ance Indicator: ers can recognize the loca e and two-syllable words			Creativ	Competencies: ity and innovation,	Communication ar	nd collaboration,
	g/ Learning Resources			te cards, letter	cards, handwriting	on a manila card	
Reference	es: Ghanaian Language (Curriculum	Pg. 41				
DAYS	PHASE I: STARTER	8	PHASE	2: MAIN		PHASE 3: RE	FLECTION
	 Write words on th boa cover parts with a smil learners to guess the w Have learners sing song begin the lesson Have learners play gam recite familiar rhymes to the lesson Using questions and an review their understan the previous lesson 	ey for rord gs to es and to begin swers,	the boar Teach le sounds. Assist lea individua two sylla One-syl E.g. Go, Two syl E.g. Pado bucket, o Write th the boar Teach le sounds. Assist lea individua two sylla One-syl E.g. Go, Two syl	d. arners the co arners to reco l sounds in or ble words. Hable come, eat, etc Hable lle, cradle, par corner etc. the letters of the d. arners the co arners to reco l sounds in or ble words. Hable come, eat, etc	ognize the ne-syllable and rrot, carrot, ne alphabet on rresponding ognize the ne-syllable and 	their understar Give learners t you go round t need help.	y 5 words they
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.			bucket, corner etc. 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 they have learn Let learners say remember fror	y 5 words they

Let learners write the rhyming words on the board. Put learners in groups and do creating rhyming words game	
among the groups.	

Week E	nding:	DAY:			Subject: PHYSICAL EDUCATION			
Duration	n: 60mins	•				Strand: Motor Skills	And Movement Pattern	
Class: BI		Class Si	ze:			Sub Strand: Rhythmi	ic Skills	
Content Standard: Demonstrate knowledge of movement concepts, principles, ar strategies that apply to the learning and performance of physical activities			nd B	Indicator: Lesson: B1.1.6.1.6: strike a light ball upward continuously, using arms, hands, and feet. I OF I				
 Learn using 	nance Indicator: ners can strike a light ball upward continuously, g arms, hands, and feet.				unication and c	ollaboration		
	g/ Learning Resources ces: PE Curriculum Pg. 13							
DAYS	PHASE I: STARTER PHASE 2: MA			IN			PHASE 3:	REFLECTION
	Learners jog within demarcated area with t hands stretched sidewa imitate a flying bird to w their body up.	ays to warm	continuously wit Hang light balls of Stand in front an continuously as i with hands and li Guide learners t in groups at thei Let the advance mastering the sk with their hands continuously. Assessment: C	learne h their on a cr d strik t move ater w o prac r own learne ill with and la Drganiz	rs ch cos ce sith tic pa rs n th te	how to strike a ball ands and feet by: ss bar the ball upwards back to your reach feet. te as individuals and ace. toss balls after he hang balls strike it r with their feet	Take learned down to end	rs through cool d the lesson

SCHEME OF LEARNING- WEEK 7

BASIC ONE

Name of School..... Date: DAY: Subject: English Language **Core Competencies: Duration:** Reading and Writing Skills Personal Development and Class: BI Class Size: Leadership and Collaboration Indicator: Lesson: **Content Standard:** BI.I. 6.I.2 BI.2.6.I.I. BI.4.5.I.I. BI.5.5.I.I. BI.I. 6.I BI.2.6.I BI.4.5.I BI.5.5.I BI.6.I.I BI.6.1.1.1. I OF I 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 I: STARTER PHASE 2: MAIN **PHASE 3: REFLECTION** Flash out word cards for learners A.ORAL LANGUAGE Monday Give learners task to complete to make its sounds. while you go round the class to Welcome children and have them sit support those who might need Have learners to form a big circle. in a semi-circle. Greet them and extra help. Display letter cards in the middle introduce the topic for discussion. of the circle. Use the Community Circle Time Have learners to read and spell Learners are to pick the letter some of the keywords in the Strategy. cards in turns and make its sound. lesson Learners are provided with an opportunity to interact freely with the teacher and peers, starting with greetings. Have learners use appropriate responses and non-verbal language (body language and facial expression) as they greet each other. Show pictures of homes, people and places and have learners think-pairshare their observation with the person sitting next to them and with the class Tuesday Play games and recite rhymes that B.READING Give learners task to complete learners are familiar with to begin while you go round the class to support those who might need the lesson. Introduce the appropriate sight words beginning with the extra help. commonest. Write them on the Ask learners questions to review their understanding in the previous board, e.g. chair, table, child, etc. Have learners to read and spell lesson. some of the keywords in the Use the word "tree" to teach the lesson sight words. Have learners repeat the 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. determiners - the: The boy is my friend.	
Wednesday	Engage learners to sing songs and	C. <u>WRITING</u>	Give learners task to complete
	recite familiar rhymes	Guide learners with questions to talk about the various areas or places in	while you go round the class to support those who might need
	LITTLE TOMMY TITTLEMOUSE	the school e.g. head teacher's office,	extra help.
	Little tommy tittle mouse Lived in a little house,	canteen etc.	Have learners to read and spell
	He caught fishes	Put learners into groups. Let each	some of the keywords in the
	In other men's ditches.	group choose a name for their group and an area or place they want to work on.	lesson
		Let each group list the objects found in the place of their choice.	
		Have a big chart on the wall and	
		copy their lists on the chart. Let	
		groups take turns to edit their work.	
		Let learners copy the edited words into their books	
Thursday	Play games and recite rhymes that learners are familiar with to begin	D. <u>WRITING CONVENTIONS</u> <u>& GRAMMAR USAGE</u>	Give learners task to complete while you go round the class to
	the lesson.	& GRAMMAR OSAGE	support those who might need
		Have learners read level-appropriate	extra help.
	Ask learners questions to review their understanding in the previous	texts describing people.	Have learners to read and spell
	lesson.	Put learners in groups to discuss the	some of the keywords in the
		texts read. Provide questions to help them identify the descriptive words.	lesson
		Have learners write simple	
		sentences to describe themselves,	
		using the descriptive words identified.	
		Have learners write parallel sentences to describe their friends.	

Week Endi	ing:	DAY	:	Subject: Mathematics				
Duration: 6	00mins per lessor	ו				Strand: Number		
Class: B1		Class	s Size:			Sub Strand: Nu	mber Operations	
	a ndard: monstrate an unc t of equality	lerstar	nding of	subtractio	Use r on to do	elationship betwee emonstrate unders bers within 20		Lesson:
Learners can	ce Indicator: use relationship be co demonstrate und hin 20					Competencies: n Solving skills; Critic	cal Thinking; Justificat	ion of Ideas;
	Learning Resourc	es	Counter	s, bundle ar	nd loos	se straws base ten	cut square	
New words	-							
References	: Mathematics Curi	riculum	Pg. 7					
DAYS	PHASE I: STA	RTER		PHASE	2: M/	AIN	PHASE 3: REF	LECTION
MON	Engage leaners to number game with 10), with fingers. Teacher mentions from (1 to 10). Learners then sho up to show the nu	h learno s the nu ow their umber	ers (up to umber r fingers	to of the relation addition and su i. transforming an equivalent a For example, is the same as number that m 8 to make 10. That is 10 – 8 Means 8 + Wh		btraction by: a subtraction as ddition 0 - 8 dentifying the ust be added to = What? at? = 10. to practice with	Give learners tas whiles you go rou those who don't Give remedial lea who special help.	und to guide understand. arning to those
TUES	Engage leaners to <u>WE CAN COUN</u> We class one We can count We count 1,2,3,4, We count 6,7,8,9, We class one can	1 <u>7</u> 5 10 count	very well.	 of the relation addition and i. transforming an equivalent For example, is the same a number that 12 to make 2 That is 20 - Means 12 + Me		btraction by: a subtraction as ddition 0 - 12 identifying the ust be added to 2 = What? hat? = 20 to practice with	Give learners tas whiles you go rou those who don't Give remedial lea who special help.	und to guide understand. arning to those
VVED	Engage leaners to number game with 10), with fingers. Teacher mentions from (1 to 10).	h learno	ers (up to	of the re addition i. transfo	Demonstrate an understanding of the relationship between addition and subtraction by: i. transforming an addition as an equivalent subtraction		Give learners tas whiles you go rou those who don't Give remedial lea who special help.	und to guide understand. arning to those

	Learners then show their fingers up to show the number	For example, 8 - = 6 is the same as identifying the number that must be added to 6 to make 8. That is 6 + what = 8 Guide learners to practice with more examples	
THURS	Engage leaners 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 an addition as an equivalent subtraction For example, $8 - 2 = 6$ is the same as identifying the number that must be added to 6 to make 8. That is $6 + \mathbf{what} = 8$ 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.

Week En	ding:	DAY:			Subject: Science					
Duration	: 60mins per lesson				Stra	n	d: Diversity o	f matte	r	
Class: B1		Class Size:			Sub	S	trand: Mater	rials		
	Standard: now that substances can ex ate	xist in differen	t	Indicator: B1.1.2.2.1 Ident solid, liquid or			-		Lesson:	
	ance Indicator: an Identify and classify mat	erials as solid,	liq	uid or gas		F	Core Compe Problem Solving of Ideas:		e s: Critical Thinking; Justification	
Teaching	/ Learning Resources	Metals, woo	ods	plastics soil stone	es pape		,	IS		
New wor	ds									
Reference	es: Science Curriculum Pg	. 23								
DAYS	PHASE I: STARTER	PHAS	E 2	: MAIN				PHA	SE 3: REFLECTION	
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understandi in the previous lesson.	e their ei source ong source ing lin group or gas. To den can use them a	ps,	explore and list m ronment. There States of Matter	wind from wind from from from from from from from wind from from from from from from from from	air sc ga: pe	even blid, liquid s, learners r and wave	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.		
	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.			In groups learners sort different substances into the solid, liquid or gaseous states with reasons. Each group presents their work to the whole class for discussions. Learners answer the following questions: What makes a solid different from a liquid? How is a liquid different from a gas? 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.			Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.			

Week Ending: DAY:			Subject: OWOP					
Duration: 6	0mins per lesson			Stra	nd: All about u	S		
Class: Bl		Class Size:		Sub	Strand: Home	ne & School		
Content St B1.1.4.1. De place you ca	emonstrate understa	nding of the	Indicator: BI.I.4.I. I. Descr home	ibe an	d show directio	n to their	Lesson:	
Performan	ce Indicator:				Core Compe		1	
Learners	s can describe and show				Communication	and Cultural Ic	lentity	
Teaching/ L	_earning Resources	Pictures, C	harts, Video Clips					
Keywords								
References	: OWOP Curriculum	Pg. 4						
DAYS	PHASE I: START	ER	PHASE 2: MAIN			PHASE 3:	REFLECTION	
	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.		 Engage Learners in a warm up- directions. On the board, draw a rough map of the neighborhood, just a few streets and the school. Ask "where is the school?" Have learners to come to the map in turns and point it out. Ask learners to locate other landmarks on the map. Have learners to draw and label your map. 			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.		
	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.		Introduce to learners the "directions vocabulary" That is 'right' and 'left'. Teach and demonstrate their meanings to learners with the proper pronunciation. 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. Ask learners to "Turn right" or "Turn left" with a demonstration. Invite learners in turns and groups, by instructing them to "turn right, turn left" or "turn right, turn left" etc. The group that gets all directions correctly wins.		Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.			

Play games and recite rhymes	Introduce to learners some "directional	Ask learners questions to
that learners are familiar with to	phrase"	review their understanding of
begin the lesson. Ask learners questions to review their understanding in	-turn right/left -go straight -you will see it on the right/left. -go across (the school, the park, the post office)	the lessson. Give learners task to do whiles you go round to guide
the previous lesson.	-its next to (the school, the park, the post office)	those who need help.
	Guide learners to explain each of the phrase and lead some pronunciation practice exercise.	
	Call out learners to give directions to their various homes using the "directions vocabulary and phrases"	
	Have Learners sketch the direction to their homes on paper.	

Week Endi	ng:		DAY:			Subject: RELIGI	OUS & MORAL EDUCATION	
Duration: 6	0mins				Strand: Religious Practices			5
Class: B1			Class Size:			Sub Strand: Rel	igious Wo	orship
Content Standard: BI.2.I.I. Demonstrate the understanding of religious worship Performance Indicator: • Learners can examine some attributes of Go				BI 2.1.1.1 worship in	Indicator: BI 2.1.1.1 Name the three main types of worship in Ghana Core Competencies:			Lesson: 1 OF 1 n, Togetherness, Unity
						s, video clip, etc.	conciliation	n, Togetherness, Unity
New words								
		ulum Pa	, 3					
Neier ences	References: RME Curriculum Pg. 3							
DAYS	PHASE I: S	TART	ER	PHASE 2: MAIN		PHASE 3: REFLECTION		
	DAYS PHASE I: STARTER Have learners to sing songs and recite familiar rhymes in relation to the lesson I AM A CHRISTIAN I am a C I am a CH I am a CHHISTIAN And I am CHRISTIAN And I am CHRISTIAN in my heart. And I will LIVE forever		people v three m - Christi - Islamic - Traditi Have lea various Have lea some of their rel Assessi play the	worship ain relig ian worsh ional wo arners t religion arners t the act ligions. ment: act of v	ip and	 PHASE 3: REFLECTION What have we learnt today? The three main types of worship in Ghana Have learners to summarize the main points in the lesson. Review the lesson, and have them to appreciate the act of worship of the three religions despite their own worship. 		

Week End	ling:	DAY:		Subje	ct: History			
Duration:	60mins per lesson			Strand: History as a Subject			t	
Class: BI		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: B1.1.1.2 Describe how sources of historical evidence help us find out ab			Lesson:		
 Performance Indicator: Learners can describe how sources of historic evidence help us find out about past human accession of the source of			cal Co ctivities	I learners to become critical thinkers and digital literates				
Reference	s: History Curriculum	Pg. 2						
DAYS	PHASE I: STARTE	R	PHASE 2: M	AIN		PHAS	E 3: REFLECTION	
	PHASE I: STARTER 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.		Have leaners to performed in to been performed E.g. independed Have learners they have with Learners to Ex since those act performed in to be called histo Learners sing a or watch a doo activity.	he past whi ed again. Ince day celo additional celo for the celo to List any essed plain those civities were he past, the ry a song, recit	ebrations ebrations past events events ey qualify to as a rhyme	PHASE 3: REFLECTION 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.		

Week Er	nding:	DAY:		Subject: C	Creative Arts			
Duration	n: 60mins per lesson			Strand: Vi	sual Arts	Arts		
Class: BI		Class Size	e:	Sub Stran	d: Appreciating and Ap	preciating and Appraising		
Demonst generate	Standard: trate understanding of own ideas for artistic ons on the people	how to	expressing feelings ar	ndicator: 31.1.4.6.1/B1.1.4.7.1 Agree on guidelines expressing feelings and thoughts about o lisplayed visual artworks.		Lesson:		
 Performance Indicator: Learners can agree on guidelines for viewing thoughts about own and others' displayed vis 		visual artworks.			vity, Innovation			
Teaching	g/ Learning Resources	Photos, vic community		nd traditional a	rt tools, other materials av	vailable in the		
Reference	es: Creative Arts Curric	ulum Pg. 24						
DAYS	PHASE I: STARTE	R	PHASE 2: MAIN	1	PHASE 3: REI	LECTION		
	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. Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson Instrument of the previous lesson		Appreciating in art people to look at understand how th made.	a work of art	and understanding o			
			 Explain to learners and have them agr Description of stage involves de work is made of and materials us The subject mat talks about the in work. Appraisal: this so use of the artwork Experience to so talks about the of 	the work: this escribing what size of the wo ed. atter: this stag meaning of the tage talks of t rk. share: this stag design process	es they have learnt Learners to read key words on th s the ork e e he ge	d and spell the ne board		
			Learners are to di works that reflect culture of the peo Talk about the wo dispassionately usi guidelines. Use the outcome appreciation/appra product or to pro different artworks Record the activit a social media plat the class/group (e. Twitter, Instagram	the history a ple of Ghana. orks ng the develo of the usal to modify duce similar o , y and share u form accepte g. Facebook,	nd understanding of Ask learners to they have learnt y the or sing ed by	f the lesson summarize what		

Week Ending: DA		DAY:	DAY:			Subject: Ghanaian Language			
Duratio	n: 60mins per lesson				Strand	: Writing			
Class: B	I	Class Siz	ze: Sub Strand: Per			ımanship			
BI.3.1.1	t Standard: : Make given patterns, tr model various objects t			Indicate B1.3.1.1. and patte	I-3 Cont		in letter writing	Lesson:	
Perform	nance Indicator: ners can control wrist in le				Core	Competer ity and inne	encies: ovation, Communica		
Teachin	g/ Learning Resources	Word o	ards, senten	ce cards,	letter ca	ards, han	dwriting on a ma	anila card	
Referen	ces: Ghanaian Language (Curriculum	Pg. 49						
DAYS	PHASE I: STARTER		PHASE 2:	MAIN			PHASE 3: REF	LECTION	
	 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. 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 learners the wrist when y patterns. Call learners letters and d tray while yc Make sure th correctly. Draw broke Give the pap them to trac	one by our raw patter ou control ney move the new move th	ay of mo cers and ne to wri rns in the them. their wri papers. rners and	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. Ask learners to summarize what they have learnt. Let learners say 5 words they			
			shapes.	Cuss) []	Let each learner show his/her work to the	remember from	the lesson.	
	Engage learners in the "\ letter am I writing? Gam		Write the le manila card a				Ask learners to they have learnt.	summarize what	
	The teacher writes a letter sound in the air. The children tell the teacher the sound that has been written.			s to practing ns in conting r cards on tray, call of the letter car	Z ice how to inuous fo the teac out learn	to write orm. chers ers in	Let learners say remember from	5 words they	

Week En	ding:	DAY:	Y: Subject: PHYSICAL			EDUCATION		
Duration	60mins		Strand: Movement		Concepts			
Class: Bl		Class Size	: Sub Strand: Space			Awareness		
strategies t physical act Performa • Learne	te knowledge of movem hat apply to the learning	and perform	Dance of B1.2.1.2.1: Identify personal space I OF I Core Competencies: Creativity and innovation, Communication and collaboration					
	es: PE Curriculum Pg. 11							
DAYS	PHASE I: STARTE	R	PHASE 2: MA	IN		PHASE 3: R	EFLECTION	
	Play games and recite r that learners are familia begin the lesson. Ask learners questions their understanding in previous lesson.	to review	take up within the For our safety, it's i the general space winvading each other To teach learner the "helicopters Have learners to extend their arr rotate their boo While you doing touch anyone o My P	onal syour gener mpon vithou rs pe s'' me o stai ns ou dy bai g this g this g this g this g this c r any	space. immediate space you al space tant that we move within it bumping, pushing, or rsonal space. ersonal space, use ethod. nd, spread out and ut to the side and ck and forth. s, you shouldn't	the lessson. Give learners	nderstanding of task to do round to guide	

method.

SCHEME OF LEARNING- WEEK 8

BASIC ONE

Name of School.....

Date:	DAY:		Subject: English Language		
Duration:			Core Competencies:	al Development and	
Class: Bl Class Size:			Reading and Writing Skills Personal Development and Leadership and Collaboration		
Content Standard: BI.I.7.I BI.2.6.I BI.4.5.I BI.5.	5.1 BI.6.1.1	Indicator: BI.I.7.I.I. BI. BI.5. 5.I.I. BI.	2.6.1.1. BI.4.5.1.2. 6.1.1.1.	Lesson:	

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 I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing songs and	A.ORAL LANGUAGE	Ask learners to tell you what
·	recite familiar rhymes	(Listening comprehension Pg.11)	they have learnt and what they will like to learn in the
	LITTLE POLLY FLINDERS Little Polly flinders	Activate the previous knowledge of the learners by making them think-	next lesson.
	Sat among the cinders	pair-share with their friends, the cover	Have learners to read and
	Warming her pretty little toes! Her mother came and caught her, And whipped her little daughter,	illustrations and pictures accompanying the story.	spell the key words on the board
	For spoiling her nice new clothes.	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.	
Tuesday	Have learners to sing songs and	B. <u>READING</u>	Ask learners to tell you what
	recite familiar rhymes they know.	(vocabulary Pg.23)	they have learnt and what
		Have learners repeat the sight words	they will like to learn in the
	<u>LITTLE TEA POT</u> I am a little tea pot	aloud.	next lesson.
	Standing on the table	Have learners use the sight words in	Have learners to read and
	This is my handle and this is my spout	meaningful sentences.	spell the key words on the board
	If you want a cup of tea, just pour me out ^{x2}	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.	
Wednesday	Engage learners to sing songs and	C.WRITING	Ask learners to tell you what
	recite familiar rhymes	(Writing simple sentence Pg.32)	they have learnt and what

	HEAD SHOULDERS KNEES AND TOES 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.	Let learners mention their favorite game. Let learners select one game and talk about the how it is played. E.g. Football Write some keywords related to the game on the board. Let them then work as individuals, choose their own game and write the rules. Let learners do peer editing.	they will like to learn in the next lesson. Have learners to read and spell the key words on the board
Thursday	Engage learners to sing songs and recite familiar rhymes THERE WAS A JOLLY MILLER ONCE 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	D.WRITING CONVENTIONS & GRAMMAR USAGE (Using adjectives Pg.36) Have learners write simple sentences to describe themselves, using the descriptive words identified. Have learners write parallel sentences to describe their friends.	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
Friday	Engage learners to recite a few rhymes with actions 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.	Learners to draw parts of the story they read

Week Ending: DAY:									
Duration:	60mins per lesson				Strand: Nur	nber			
Class: B1		Class	Size:		Sub Strand: Fractions				
B1.1.3.1 Develop an understanding B1.1. of halves using concrete and pictorial obtai			BI.I.3	ator: 3.1.1 understand the fraction one-half as the ned by taking 1 part when a whole is partitio				Lesson:	
Performance Indicator: Learners can understand the fraction one-half as I part when a whole is partitioned into two equa			the quantity obtair	ed by taking	Problem S	ompetenci olving skills; (n of Ideas;	es: Critical Thinking;		
New word		-	<u> </u>	1 /					
Reference	s: Mathematics Curric	ulum Pg	g.						
DAYS			,	PHASE 2: MAI	N		PHASE 3	REFLECTION	
Monday	Engage leaners 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 concrete shapes. Have learners to means splitting in Have learners to shape, you must in the middle. Th halving must be f must look the sa Use concrete ob fraction half as th taking I part whe partitioned into the One whol Assessment: Pr several concrete the concept of ha	realize that ha to 2 equal part know that to 1 make sure that is teaches the air and that bo me. jects to explain e quantity obta e quantity obta wo equal parts e one half esent learners objects to den alving	complete v round to g don't unde Give reme those who	dial learning to special help.			
Tuesday			Use pictorial rep the fraction half a by taking I part of partitioned into the Give out paper s them to observe Have learners to the paper strips. Learners to cut of yellow	as the quantity when a whole of two equal parts trips to learner tell the two co	obtained object is s. of for olors in	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 I 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.	
Wednesda y	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. (continue to any desired number)	Use pictorial representations to explain the fraction half as the quantity obtained by taking I 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.
		Assessment: Have learners to explore with the bugs to come out with fraction half as the quantity obtained by taking I part when a whole object is partitioned into two equal parts.	
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 leaners to sing the song WE CAN COUNT	Use pictorial representations to help learners sort fractions into those that	Give learners task to complete whiles you go
	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.	are halves and those that are not halves	round to guide those who don't understand. Give remedial learning to those who special help.

Week En	iding:	DAY:		Sub	ject: Science	2	
Duration	: 60mins per lesson			Stra	nd: Diversity	y of matter	
Class: BI Class Siz			ze:	Sub	Strand: Mai	terials	
BI.I.2.3 U formation,	Standard: Inderstand mixtures, the typ uses and ways of separatin components		Indicator: B1.1.2.3.1 Demonstra two or more objects				Lesson:
Learners c objects or	ance Indicator: can demonstrate understand materials put together				Problem Solv of Ideas;	petencies: ving skills; Critical Th	ninking; Justification
Teaching New wor	/ Learning Resources	Gari, sar	nd, water, saw dust, mile	o, salt,	sugar, milk p	owder	
	as es: Science Curriculum Pg.	23					
Reference		25					
DAYS	PHASE I: STARTER	R	PHASE 2: MAIN			PHASE 3: REF	LECTION
	The teacher brings a bat the classroom that come object that has a connert the lesson. Then it is passed aroun learners try to determine is in the bag just by feel The student who guess wins, and hence introduces wins, and hence introduces on. Revise with learners on combine materials to for mixtures.	tains an ction to d and ne what ing it. right uce the how to	Present several different the groups such as gar saw dust, milo, salt, su powder, etc. Learners work in grou the materials in any pr a time, e.g. gari and sand; mild powder; sugar and wa describe what happen Learners find-out whe products they have fo same as the individual In groups, learners giv combinations they hav Provide learners with mixtures, e.g. A mixture of diffe beads, a mixture of ch	i, sand igar, m ips to coport o and r ter etc s in ea ther t rmed a mater e nam ve form sample erent c	d, water, nilk combine ion, two at nilk c. and ch case. he are the rials. es to the ned. es of colored	review their unde lesson Ask learners to s they have learnt Learners to read words on the bo Ask learners seri review their unde lesson Ask learners to s they have learnt	ummarize what and spell the key ard. es of questions to erstanding of the ummarize what and spell the key

Week En	ding:	DAY:		Subject: OWOP			
Duration:	60mins per lesson			Stra	nd: All abou	t us	
Class: B1		Class Size: Sub Strand: H		Strand: Ho	me & School		
Content S B1.1.4.1. [place you	Demonstrate understa	nding of the	Indicator: BI.I.4.I.I. Descri home	be and	l show direct	tion to their	Lesson:
	nce Indicator:					npetencies:	
	ers can describe and show		harts, Video Clips		Communicat	tion and Cultural Ic	lentity
	Learning Resources						
Keywords							
Reference	es: OWOP Curriculum	Pg. 4					
DAYS	PHASE I: STARTE	R	PHASE 2: MAIN			PHASE 3: RE	FLECTION
	Play games and recite r learners are familiar wi the lesson. Ask learners questions their understanding in previous lesson.	th to begin to review the	Engage Learners in a warm up- directions. On the board, draw a rough map of the neighborhood, just a few streets and the school. Ask "where is the school?" Have learners to come to the map in turns and point it out. Ask learners to locate other landmarks on the map. Have learners to draw and label		gh map of ew streets " the map in her d label	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.	
	Play games and recite r learners are familiar wi the lesson. Ask learners questions their understanding in previous lesson.	th to begin to review	Introduce to learne vocabulary" That is 'right' and 'le demonstrate their r learners with the pr pronunciation. Ask learners to do repetition. Call on I pronunciation in or their progress on th some quick compre Ask learners to "Tu "Turn left" with a d Invite learners in tu by instructing them turn left" or "turn r turn left" etc.	eft'. Te meanin "oper some earner der to ne leve hensic irn rig emons rns and to "tu	each and gs to choral rs to model check l and do on test. nt" or stration. d groups, rn right,	Ask learners to they have learn Let learners say remember fron	v 5 words they

	The group that gets all directions correctly wins.	
Play games and recite rhymes that learners are familiar with to begin the lesson.	Introduce to learners some "directional phrase" -turn right/left -go straight	Ask learners questions to review their understanding of the lessson.
Ask learners questions to review their understanding in the previous lesson.	-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)	Give learners task to do whiles you go round to guide those who need help.
	Guide learners to explain each of the phrase and lead some pronunciation practice exercise.	
	Call out learners to give directions to their various homes using the "directions vocabulary and phrases"	
	Have Learners sketch the direction to their homes on paper.	

Week Endi	ng:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION				ORAL EDUCATION
Duration: 6	0mins				Strand: Religious	Practices	
Class: BI		Class Size	:	: Sub Strand: Relig			orship
of religious Performane Learners 	emonstrate the unde worship ce Indicator: s can examine some att	worship in Ghana I OF I ne attributes of God. Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Ur			I OF I		
-	earning Resources	vvali chari	ls, wall words,	posters	, video clip, etc.		
New words References	: RME Curriculum P	g. 2					
DAYS	PHASE I: START	ER	PHASE 2: N	MAIN		PHAS	E 3: REFLECTION
	Have learners to sing recite familiar rhymer relation to the lessor <u>I AM A CHRISTIAN</u> I am a C I am a CH I am a CH I am a CHRISTIAN And I am CHRISTIAN heart. And I will LIVE foreve	s in 1 N in my	worshipping religions in G - Christian w Filiping - Christian w Christian worsh music and spee prayers of vario holy ceremonies Have learner religions they Have learner the acts of w	among t Ghana. Porship, <i>ip involve:</i> <i>ip involve:</i> <i>ip involve:</i> <i>ich, readir</i> <i>us sorts, o</i> <i>s</i> <i>s</i> to me <i>y</i> belong <i>s</i> to der <i>y</i> belong <i>s</i> to der <i>y</i> orship c <i>t</i> : Let let prship in	e clips of people che three main	The thr worship Have le main po Review them to worship	have we learnt today? ree main types of p in Ghana earners to summarize the bints in the lesson. The lesson, and have to appreciate the act of p of the three religions their own worship.

Week Ending: DAY:					Subject: History	/	
Duration: 60mins per lesson					Strand: History	as a Subje	ct
Class: Bl	ss: Bl Class Size:				Sub Strand: Co	mmunity H	History
Content Standard: B1.1.4.2. Recount history about their communities.			BI.I.4.2.I	Indicator:Lesson:B1.1.4.2.1 State the similarities and differences between the communities whereI OF I			
 Learn betwo 	ance Indicator: ers can state the similarit een the communities whe g/ Learning Resources	re learners live		Learne	Competencies: ers to become criti s, video clip, etc.	cal thinker	rs and digital literates
	es: History Curriculum			•	· · · · ·		
DAYS	PHASE I: STARTE	R	PHASE 2: MAIN			PHASE 3: REFLECTION	
	learners are familiar w the lesson. Ask learners questions	and recite rhymes that e familiar with to begin old c palacetc. rs questions to review standing in the previous sites most Asse		Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc. Learners list the names of historical sites starting with the oldest to the most recent Assessment : have learners sort out historical pictures and relate to		their und lessson. Give lear	ners questions to review derstanding of the rners task to do whiles ound to guide those who p.
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.		the pictures Learners sketch what they have seen on their visit Compare sketches drawn with pictures of historical sites from other communities Learners discuss their sketches bringing out similarities and differences in the sites they visited		their und lessson. Give lear	ners questions to review derstanding of the rners task to do whiles ound to guide those who p.		

Week Ending: DAY:				Subject: Creative	Arts		
Duration:	60mins per lesson				Strand: Performin	ng Arts	
Class: Bl		Class Size	e:	Sub Strand: App		reciating and Appraising	
generate o expression Performa • Learne derive perform Teaching/	rate understanding of h own ideas for artistic ns on the people Ince Indicator: ors can use the agreed gui meaning from own and o ming artworks.	delines to e others' displa	examine and displayed perf examine and ayed	tor: 6.1/B1.2.4.7.1 use the agreed guidelines to e and derive meaning from own and others' ed performing artworks. I OF I			I OF I
Reference	es: Creative Arts Curricu	ilum Pg. 24					
DAYS	PHASE I: STARTER	R	PHASE 2	: MAIN		PHASE 3: F	REFLECTION
	Use questions and answ revise the previous less learners. Engage learners to play sing songs to begin the	on with games and	 appreciate develop a f criteria or Guide lear or criteria appraising > Creativ > Subject Selection and eler > Styles a Origina Use of s Selection 	a perfor relevance checklist ners to c for appr a perfor e proces matter on and us ments nd techn lity or cr space on and us ism and of tic qualiti	create a checklist eciating and mance; s ee of instruments iques reativity ee of costumes cultural relevance	understandin Ask learners they have lea	ead and spell the
	Show pictures of people performing dance to lea let learners observe and the pictures	arners'	Lead a disc criteria wit Now let le appreciate art perforr Put learner depending Invite each dance as o Set up a th	cussion to th learne arners u and appe nance in rs into gr on the s group to thers wil	se the checklist to raise a previous	understandin Ask learners they have lea	ead and spell the

Week E	nding:	DAY:			Subject: Ghana	ian Language	
Duration	n: 60mins per lesson			Strand: Gramm		ar Usage	
Class: B		Class Size:			Sub Strand: La	belling items in the	e environment
Content Standard: B1.3.3.1: Show an understanding of combining strokes to form shapes of letters of the alpha and copying simple words name of people and places.			bet	BI.3.3.2.1 Label and mention items in the		Lesson:	
• Learn	ance Indicator: hers can label and mention room/environment.			Creativ		Communication and	collaboration,
Teaching	g/ Learning Resources	Word cards,	sentenc	e cards, letter	cards, handwriting o	on a manila card	
Reference	c es: Ghanaian Language C	urriculum Pg.	52				
DAYS	PHASE I: STARTER	ł	PHA	SE 2: MAIN	I	PHASE 3: RE	FLECTION
	Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and		Draw some of the items in the classroom and the environment on the board. Ask learners to label the items and tell their uses.		Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those wh		
	sing songs to begin the		Guide learners to mention the items one by one		need help.		
	Write words on th boa cover parts with a smile learners to guess the w	ey for			items in the environment on	Ask learners to they have learnt	summarize what
Have learners sing songs to begin the lesson			Ask le		oel the items and	Let learners say remember from	
			items	e learners to one by one			
	Have learners play games and recite familiar rhymes to begin the lesson				items in the environment on		ries of questions understanding of
Using questions and answers, review their understanding of the previous lesson			Ask learners to label the items and tell their uses.		Ask learners to tell you what they have learnt		
				Guide learners to mention the items one by one		Give learners individual or home task	

Week Ending:	DAY:		Subject: PHYSICAL EDUCATION		
Duration: 60mins	Strand: Movement Concepts				
Class: Bl Class Size:			Sub Strand: Dynamics		
Content Standard: Demonstrate knowledge of movem strategies that apply to the learning physical activities		Indicator:			
 Performance Indicator: Learners can distinguish between a jog and a run, a hop and a jump, and a gallop and a slide. 			Competencies: vity and innovation, Communication and	l collaboration	
Teaching/ Learning Resources Pictures and Videos					

References: PE Curriculum Pg. 11

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners to sing songs and recite familiar rhymes in relation to the lesson	Demonstrate the pair of movements and ask learners to distinguish them by their names.	Review the lesson with learners.
		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.	
		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	
		A gallop and a slide : galloping is a forward slide movement.	
		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.	
		The same lead foot always stays in front throughout the gallop	
		Let them do this at the end of a related practical lesson.	

SCHEME OF LEARNING- WEEK 9

BASIC ONE

Name of School.....

Date:	DAY:		Subject: English Language	
Duration:			Core Competencies:	Development and
Class: B1	Class Size:		Reading and Writing Skills Personal Development and Leadership and Collaboration	
Content Standard:		Indicator:		Lesson:
BI.I.7.I BI.2.7.I BI.4.5.2 BI.5.5.I BI.6.I.I		BI.I.7.I.I. BI.2. 7.I.I. BI.4.5.I.2. BI.5. 5.I.I. BI.6.I.I.I.		I OF I

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 I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing songs and recite familiar rhymes LITTLE POLLY FLINDERS 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	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	questions based on the text. Have them role-play the events in the story. B. READING (vocabulary Pg.23)	Ask learners to tell you what they have learnt and what they
	ONE POTATO TWO POTATOES One potato, two potatoes, three potatoes ,four! Five potatoes, six potatoes, seven potatoes , more! Eight potatoes nine potatoes ten potatoes, all	Let learners use illustrations, text and context clues to make predictions before, during and after reading to enhance comprehension of text.	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. <u>WRITING</u> (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.

	HEAD SHOULDERS KNEES AND TOES 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.	Let learners mention their favorite game. Let learners select one game and talk about the how it is played. E.g. Football Write some keywords related to the game on the board. Let them then work as individuals, choose their own game and write the rules. Let learners do peer editing.	Have learners to read and spell the key words on the board
Thursday	Engage learners to sing songs and recite familiar rhymes <u>THERE WAS A JOLLY MILLER</u> <u>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.	D. <u>WRITING CONVENTIONS &</u> <u>GRAMMAR USAGE</u> (Using adjectives Pg.36) Have learners write simple sentences to describe themselves, using the descriptive words identified. Have learners write parallel sentences to describe their friends.	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
Friday	Engage learners to recite a few rhymes with actions 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.	Learners to draw parts of the story they read

Week Ending: DAY:		Subject: Mathema		itics				
Duration: 60mins per lesson					Strand: Number			
Class: BI Class Size			e: Sub Strand: Fractions			ions		
Content Standard: B1.1.3.1 Develop an understanding of halves using concrete and pictorial representations Performance Indicator: Learners can understand the fraction one-half as taking I part when a whole is partitioned into tw					d by takin two equa	g I part wh I parts. Core Co	nen a whole is mpetencies: olving skills; Critica	Lesson: I OF I I Thinking;
		0						
DAYS	PHASE I: STAR	TER	PF	ASE 2: MAIN			PHASE 3: R	EFLECTION
Monday	Engage leaners 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		con Hav mea sha spli chil bot Use frac taki par	PHASE 2: MAIN 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 I part when a whole object is partitioned into two equal parts One whole one half Assessment: Present learners with several concrete objects to demonstrate the concept of halving		PHASE 3: REFLECTION 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 leaners to sing <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 cou well.		the by t par Giv the Hav the Lea	e pictorial represe fraction half as th taking I part wher titioned into two e out paper strips m to observe ve learners to tell paper strips.	e quantit; a whole equal par to learne the two o	y obtained object is ts. ers for colors in	whiles you go r those who don	't understand. earning to those

Yellow	strin-	(one d	quantity)

		Yellow strip- (one quantity)						
		Red strip- (one quantity) Here, learners can tell half as the quantity obtained by taking I 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. (continue to any desired number)	Use pictorial representations to explain the fraction half as the quantity obtained by taking I 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	Farrer lasuren da aleudea	Assessment: Have learners to explore with the bugs to come out with fraction half as the quantity obtained by taking I part when a whole object is partitioned into two equal parts.						
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 leaners 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: DA				Subject: Science				
---	--	---	---	---	----------------	---	---	--
Duration	n: 60mins per lesson		Strand: Cycles					
Class: Bl		Class S	Size: Sub Strand: Eart			h Science		
in our environment occur recurrently day Performance Indicator: Learners can explain that some natural pheno occur repeatedly			.1.1.1 Explain that some natural phenomena, and night, occur repeatedly Core Com			I OF I		
DAYS	PHASE I: STARTER		PHASE 2: MAIN			PHAS	E 3: REFLECTION	
	Get a viral picture, a tren news on twitter, Faceboo YouTube and other socia media handles. Discuss what is trending invite learners to share th opinions on them.	ok, I and	Learners can be engaged explains cyclic movement hand of an analogue cloor round and circular cards could be used).	nt. (Th ck, me s, mus e occu n that	urrence of the	to revie the less Ask lea they ha Learner	rners series of questions ew their understanding of on rners to summarize what ve learnt rs to read and spell the rds on the board.	
	Ask learners questions to review their understandir the previous lesson.	their understanding in environment that happen over and over to review their ur						
	Engage learners to play g and sing songs to begin th lesson.	Learners make sketches that take place in the da take place in the night.		Ask learners to summarize what they have learnt				

Week En	ding:	DAY:	Subject: OWOP					
Duration:	60mins per lesson		Strand: All abou			t us		
Class: B1		Class Size	2:	Sub	me & School			
Content Standard: BI.2.1.1 Demonstrate knowledge of thing in the environment			Indicator: BI.2.1.1.1. Explor environment	e the	uses of things	in the	Lesson:	
 Performance Indicator: Learners can explore the uses of things in 						petencies: tion and Cultural Id	lentity	
Teaching/	Learning Resources	Pictures, C	Charts, Video Clips					
Keywords	;							
Reference	es: OWOP Curriculum	Pg. 5						
DAYS								
DATS	PHASE I: STARTER	C I	PHASE 2: MAIN			PHASE 3: RE	FLECTION	
	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 in a nature walk to observe, identify, locate and talk about things in the environment and their uses. E.g. Furniture: chairs, tables, cupboards, Plants, Animals, Computers and sort them into living, non-living, manmade and natural Learners look at pictures or posters of things in the environment and talk about caring for them in environment as responsible citizens.			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.		
Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.		games , the	Engage learners in a nature walk to observe, identify, locate and talk about things in the environment and their uses. E.g. Furniture: chairs, tables, cupboards, Plants, Animals, Computers and sort them into living, non-living, manmade and natural Learners look at pictures or posters of things in the environment and talk about caring for them in environment as responsible citizens.			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 En	ding:	DAY:			Subject: RELIGIOU	JS & MO	ORAL EDUCATION	
Duration	60mins				Strand: Religious Practices			
Class: BI		Class Size	: Sub Strand: Religio				orship	
BI.2.1.1.	Content Standard: B1.2.1.1. Demonstrate the understanding of religious worship			Indicator: BI 2.1.1.2: Recite religious passages and religious songs.			Lesson:	
 Performance Indicator: Learners can recite religious passages and sin songs. 			Cultural Identity, Sharing Reconciliation, Togetherness, Unity					
Teaching	Learning Resources	Wall chart	s, wall words	, posters	s, video clip, etc.			
Reference	es: RME Curriculum Pg	g. 2						
DAYS	PHASE I: STARTI	PHASE 2:	MAIN		РНА	SE 3: REFLECTION		
	Group learners accor the religion they belo Have each group sing perform any act of we that religion. Learners sing songs a rhymes in relation to lesson.	Show real or pictures of songs and recitations from the Bible.			Ask learners series of questions to review their understanding of the lesson Have learners to read and spell the key words written on the board			
				texts from the Bible. In groups learners tell the class some				

Week En	ding:	DAY:			Subject: History	/		
Duration	: 60mins per lesson	L		Strand: History as a Subject				
Class: B1		Class Size:	Sub Strand: Co			mmunity History	mmunity History	
	Standard: Recount history about ties.	their	Indicator: B1.1.4.2.1 State the similarities and d between the communities where lea				Lesson:	
 Performance Indicator: Learners can state the similarities and differen between the communities where learners live 			nces Learners to become critical thinkers and digital literates				digital literates	
-	/ Learning Resources es: History Curriculum		, wai words,	, poster				
		-						
DAYS	PHASE I: START	ER	PHASE 2: MAIN			PHASE 3: REFLECTION		
	that learners are familiar with		Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc.			Ask learners questions to review their understanding of the lessson.		
	Ask learners question review their understa the previous lesson.	anding in	Learners list the names of historical sites starting with the oldest to the most recent			Give learners task to do whiles you go round to guide those who need help.		
			historical pic pictures	ctures ar	learners sort out nd relate to the			
	, - ,		Learners sketch what they have seen on their visit			Ask learners q their understar lessson.	uestions to review nding of the	
Ask learners questions to p		Compare sketches drawn with pictures of historical sites from other communities		Give learners task to do whiles you go round to guide those who need help.				
			Learners discuss their sketches bringing out similarities and differences in the sites they visited					

Week End	ding:	DAY:		tive Arts			
Duration:	60mins per lesson	1		Strand: Visual	Arts & Performing	& Performing Arts	
Class: B1		Class S	Size:	Sub Strand:	Thinking and Explor	ing and Exploring Ideas	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people Performance Indicator: • Learners can explore own experience			Indicator: BI 1.1.1.4 Explore own experiences and talk about h the visual artworks produced or found in the local community reflect local topical issues and talk about Core Competencies:			Lesson:	
how th	e visual artworks produ unity reflect local topical	ced or fo issues	und in the local	Decision Making Creativi	ty, Innovation Commu	unication	
Teaching/	Learning Resources	Photo	s, videos, art pa	per, colors and tradition	onal art tools		
Reference	es: Creative Arts Curric	ulum Pg. 2	24				
DAYS	PHASE I: START	ER	PHASE 2: MAI	N	PHASE 3:	REFLECTION	
	Learners to sing son play games to get the ready for the lesson	em	their local comm solution. Example: choked	identify some conditions unity that needs immedia gutters, flooding, road	ate understandir Ask learners	ns to review their ng of the lesson to summarize	
	Show pictures of visu artworks to learners them to observe and about them	for I talk	these situations of to the class. Engage learners t which their topic drawings has affect	e, color and make poster on papers and present the of the second second second second second of the second	em		
	Review learners understanding in the previous lesson using questions and answe Engage learners to p games and sing songs begin the lesson.	g rs lay	of the issues of th Learners use kno decisions for imp	ut how they can stop so he community on their o wledge gained to make rovising own visual artwo views of topical issues e community.	aunity on their own. understandir gained to make Ask learners own visual artworks what they ha of topical issues		
			S Let learners creat drawings.	MOKING			

Week E	nding:	DAY:		Subject: Ghanaian		n Language		
Duration	n: 60mins per lesson	1		St	rand: Grammar	• Usage		
Class: B		Class S	Size:	e: Sub Strand: Capir		italization	talization	
BI.5.1.1: capital le		riting	Indicator: B1.5.1.1.1-3 writ	dicator: 1.5.1.1.1-3 write capital letters correctly.			Lesson:	
	a nce Indicator: hers can write capital lette	rs corre	ctly.	Core Competencies: Creativity and innovation, Co			collaboration,	
			l cards, sentence	e cards, let	ter cards, hand	writing on a m	anila card	
Reference	c es: Ghanaian Language(Curriculu	m Pg. 56					
DAYS	PHASE I: STARTE	R	PHASE 2:	MAIN		PHASE 3: R	EFLECTION	
	Write words on th bo cover parts with a smil learners to guess the v	upper case c learners.	Write the letters of the alphabet in upper case on cards and show it to learners.			eries of questions r understanding of		
	Have learners sing songs to begin the lesson		say them.				o tell you what nt	
			letters corre	Ask learners to write the capital letters correctly.			individual or	
	Have learners play gam recite familiar rhymes the lesson		capital letter	Write names of some objects using capital letters on flashcards.			Ask learners questions to review their understanding of the lessson.	
	Using questions and answers, review their understanding of the previous lesson Review the previous knowledge of the learners by making them answer questions on the previous		names of the Ask learners write them o	use capital e objects co s to mentior	letters to write	you go round who need help	o summarize what	
Engage learners to play games and sing songs to begin the lesson		the letters in on	n the names s of persons	and places on	Let learners say 5 words they remember from the lesson.			
				ers to read t	the names and			
			Let learners the proper r		letters to write			

Week En	ding:	DAY:	Subject: PHYSIC			CAL EDUCATION		
Duration:	60mins				Strand: P	hysical	Fitness	
Class: B1		Class Siz	ze:		Sub Stra	nd: Ae	robics capacity	
Content Standard: Demonstrate knowledge of movement conceptrate strategies that apply to the learning and perform physical activities							Lesson:	
 Performance Indicator: Learners can perform four continuous push-ups (biceps and trice) 						ceps) Core Competencies: Creativity and innovation, Communication and collaboration		
Teaching/ Learning Resources Pictures and Videos								
Reference	es: PE Curriculum Pg. 13							
DAYS	PHASE I: STARTER	۲.	PHASE 2: MAIN				PHASE 3: REFI	LECTION
	Lead learners through warm- ups activities. Show learners pictures of		After warm-ups, lie on the ground face down with hands supporting chest. Extend the arms to move the upper			t. er	End the lesson wi	th a cool down.
	videos depicting contin push-ups.	uous	body weight up ar move the body ba Guide learners to their base line.	o lying posit	ion.			
			Encourage them t	o pr	actice at ho	me		

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			
Class: Bl Class Size:			Leadership and Collaboration		
Content Standard: BI.I.8.I BI.2.7.I BI.4.7.I BI.5.I0.I BI.6.I.I		Indicator: BI.I.8.I.I BI. BI.5.I0.I.I BI	2.7.1.2 BI.4.7.1.1 .6.1.1.1.	Lesson:	

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 I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION		
Monday	Draw or print pictures of some	A. <mark>ORAL LANGUAGE</mark>	Have learners answer with		
	common sight words with numbers on them and stick them	(Asking and Answering Questions. Pg 13)	YES/NO.		
	on the classroom wall. Have learners to make a list of the words.	Demonstrate Yes/No questions and their responds.	 Do you like rice? Have you eaten? Did you bath? 		
		Drill learners on the questions and	4. Does it often rain here?		
	They can do it in groups and within a given time to create	responses.	5. Has he ever been beaten? 6. Is he a man?		
	competition.	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.			
Tuesday	Engage learners in the "Change	B. READING	Ask learners to tell you what		
,	your style" game	(Comprehension Pg.23)	they have learnt and what they will like to learn in the next		
	Teacher calls out different	Have a variety of age appropriate	lesson.		
	actions for learners to act.	books for learners to make a choice			
	Student have to mimic the action continuously without breaking.	from.	Have learners to read and spell the key words on the board		
	After a while teacher speeds up	Learners to read level appropriate			
	the tempo. For example: jumping, jumping,	texts independently, with minimal support from peers or teacher.			
	crazy dance, heading a ball etc.	support iron peers of teacher.			
	, , , , , , , , , , , , , , , , , , , ,	Encourage them to ask and answer			
		factual and inferential questions			
		about the texts to enhance comprehension.			
		Provide feedback to learners where necessary.			
Wednesday	Engage learners to sing songs and	C. <u>WRITING</u>	Give learners task to complete		
	recite rhymes	(Controlled writing)	while you go round the class to		

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

Week Endi	ng:	DAY	•				Subject: Mathematics			
Duration: 6	0mins per lessor)					Strand: Numbe	er		
Class: B1		Class	s Size:				Sub Strand: Fractions			
	velop an understa	-							Lesson:	
Performane Learners can	ete and pictorial r ce Indicator: count in halves usi				Corro Compotoncios:					
representations of halves Teaching/ Learning Resources Paper s			strips,	cut o	out cards	5				
New words	-			1 /						
References	Mathematics Curr	riculum	Pg. 18							
			0							
DAYS	PHASE I: ST	ARTE	R	PHA	SE 2	2: MAI	N	PHASE 3: REF	LECTION	
Monday	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					
				C	00000					
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	songs and rhymes to begin ob the lesson pie etc hal			objec piece etc. a halves	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 songs and rhymes the lesson			repre them	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	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

Duration: 60mins per lesson Strand: Cycles Class B1 Class Size: Sub Strand: Earth Science Content Standard: Indicator: Sub Strand: Earth Science B1.2.1.2. Recognize the relationship between the Earth and the Sun Indicator: Lesson: B1.2.1.2. I now that the sun is the main source of light to the Earth Core Competencies: Losson: Performance: B1.2.1.2. I now that the sun is the main source of light to the Earth Core Competencies: Prohem Solving skills: Critical Thinking: Justifica of Ideas: Teaching/ Learning Resources torch, candles, matchstick, and lantern PHASE 1: STARTER PHASE 2: MAIN PHASE 3: REFLECTION References: Science Curriculum Pg. 24 Engage learners to sing song and recite familiar rhymes Engage learners to sing song and recite familiar rhymes Engage learners to sing song and recite familiar rhymes Where is the sun locatd? Do you see clearly or otherwise when the sun is out? What have we learnt today? The first star 1 set onight. E.g., What does the sun locatd? Do you see clearly or otherwise when the sun is out? What have we learnt today? Codd One Out: "game. Fingage learners to play the "Odd One Out" game. Sessesment: Have learners to explore with the various sources of light. What have we learnt today?	Week End	Week Ending: DAY: Subject: 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: B1.2.1.2.1 now that the sun is the main source of light to the Earth Performance Indicator: Learners can observe the now that the sun is the main source of light to the Earth Core Competencies: Problem Soking skills; Critical Thinking; Justifica of Ideas; Teaching/Learning Resources torch, candles, matchstick, and lantern PHASE 3: REFLECTION New words Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners with a number of questions to enable them explore where we get light. The first star is see tonight. What have we learnt today? The first star is see tonight. Have the wish I wish tonight. Engage learners to play the ''Odd One Out'' game. Display various sources of light such as torch, candles, matchstick, and lantern. What have we learnt today? The student will look at; for example four pictures (sources of light). Engage learners to play the ''Odd One Out'' game. Engage learners to summarize th inportant points in the lesson The student will look at; for example four pictures (sources of light). Engage learners to discus how the sources of light (i.e. sun, moon, other stars, torch, lantern, electric bubls) works What have we learnt today? Group learners in	Duration:	60mins per lesson				Stra	ano	d: Cycles		
B1.2.1.2.1.2. Recognize the relationship between the Earth and the Sun B1.2.1.2.1 now that the sun is the main source of light to the Earth I OF I Performance Indicator: Learners can observe the now that the sun is the main source of light to the Earth Problem Solving skills; Critical Thinking; Justifica of Ideas; Teaching/ Learning Resources torch, candles, matchstick, and lantern PHASE 1: STARTER PHASE 2: MAIN PHASE 3: REFLECTION References: Science Curriculum Pg. 24 Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes PHASE 2: MAIN PHASE 3: REFLECTION Vhat have we learnt today? The main source of light to the Earth is Sun. Egg What does the sun look like? What have we learnt today? I wish I may, Linkin I might, Have the wish I wish tonight. Egg What does the sun look like? What have we learnt today? I boy ous eace dearly or otherwise when the sun is ource of light. Ergage learners to play the "Odd One Out" game." So wish sources of light to the Earth is Sun. I boy do ne out. Three of which have something in common and one is the oplic hub dong on this source of light to the Earth is Sun. Have learners to summarize th important points in the lesson light in their environments (i.e. sun, moon, other stars, torch, lantern, electric bulbs and others). Have learners to summarize th important poi	Class: BI		Class Size	e:		Sub	S	t rand: Ear	th Science	
the Earth of Idea; Teaching/Learning Resources torch, candles, matchstick, and lantern New words	B1.2.1.2. Recognize the relationship between the Earth and the Sun Performance Indicator:				BI.2.1.2.1 now th to the Earth		(Core Con	npetencies:	I OF I
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 Engage learners with a number of questions to enable them explore where we get light, What have we learnt today? The first star l see tonight I wish I may, I wish I might, Have the wish I wish tonight. Engage learners to guase clearly or otherwise when the sun is out? What have we learnt today? Display various sources of light such as torch, candles, matchstick, and lantern. Have learners to summarize th important points in the lesson Engage learners to play the "Odd One Out" game. Engage learners to play the "Odd One Out" game. What have we learnt today? 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 crompetition. Engage learners to three (3), appoint a leader from each group to act as the teacher, roma source of light (i.e. sun, moon, other stars, torch, lantern, electric bulbs and others). What have we learnt today? Khem to summarize what was covered in the previous lesson. Learners brainstorm to come out with the main source of light (i.e. sun, moon, other stars, torch, lantern, electric bulbs and others). What have we learnt today? 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<		observe the now that t			•		c		ving skills; Critical Thin	king; Justification
References: Science Curriculum Pg. 24 DAYS PHASE 1: STARTER PHASE 2: MAIN PHASE 3: REFLECTION Engage learners to sing songs and recite familiar rhymes Engage learners with a number of questions to enable them explore where we get light. What have we learnt today? Star light, star bright. Have the wish I wish I might, Have the wish I wish tonight. Engage learners to play the "Odd One Out" game. Display various sources of light What have we learnt today? The student will look at; for example four pictures (sources of light). Brainstorm learners to mention sources of light in their environment (i.e. sun, moon, other stars, torch, lantern, electric bulbs and others). What have we learnt today? 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. Assessment: Have learners to discuss how the sources of light (i.e. sun, moon, other stars, torch, lantern, electric bulbs and others). What have we learnt today? Assessment: Have learners to discuss how the sources of light (i.e. sun, moon, other stars, torch, lantern, electric bulbs and others). What have we learnt today? Assessment: Have learners to discuss how the sources of light (i.e. sun, moon, etarn is sunce of light by considering the biggest source of light which makes them see clearly in the day time. What have we learnt today? Ask them to summarize what was covered in the previous lesson. Learners use	-		torch, car	ndles	, matchstick, and l	antern	า			
DAYS PHASE 1: STARTER PHASE 2: MAIN PHASE 3: REFLECTION Engage learners to sing songs and recite familiar rhymes Engage learners with a number of questions to enable them explore where we get light, What have we learnt today? The first star l see tonight I wish I may, I wish I might, Have the wish I wish tonight. Eg. What does the sun lock like? Where is the sun located? Do you see clearly or otherwise when the sun is out? What have we learnt today? Display various sources of light Display various sources of light What have we learnt today? The student will look at; for example four pictures (sources of light). Brainstorm learners to mention sources of light in their environment (i.e. sun, moon, other stars, torch, lantern, electric bulbs and others). What have we learnt today? 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 ing roups to bring competition. Sasessment: Have learners to discuss how the sources of light (i.e. sun, moon, other stars, torch, lantern, electric bulbs and others). What have we learnt today? Group learners into three (3), appoint a leader from each group to act as the teacher. Learners brainstorm to come out with the biggest source of light which makes them see clearly in the day time. What have we learnt today? Ask them to summarize what was covered in the previous lesson. Learners use paper to design the sun as a source of light to the earth What have w										
Engage learners to sing songs and recite familiar rhymesEngage learners with a number of questions to enable them explore where we get light, Eg. What does the sun look like? Where is the sun look like? Do you see clearly or otherwise when the sun is out?What have we learnt today? The main source of light to the Earth is Sun.Engage learners to play the "Odd One Out" game.Display various sources of light. The student will look at; for example four pictures (sources of light).Brainstorm learners to come out with one thing which is common to all the items displayed.What have we learnt today?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.Brasesment: Have learners to discuss how the sources of light (i.e. sun, moon, other stars, torch, lantern, electric bulbs and others).What have we learnt today?Group learners into three (3), appoint a leader from each group to act as the teacher.Carper sinto three (3), the main 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 earthWhat have we learnt today?Ask them to summarize what was covered in the previous lesson.Learners use paper to design the sun as a source of light to the earthWhat have we learnt today? The main source of light to the earth	References	Science Curriculum Pg	, 24							
Engage learners to sing songs and recite familiar rhymesEngage learners with a number of questions to enable them explore where we get light, Eg. What does the sun look like? Where is the sun look like? Do you see clearly or otherwise when the sun is out?What have we learnt today? The main source of light to the Earth is Sun.Engage learners to play the "Odd One Out" game.Display various sources of light. The student will look at; for example four pictures (sources of light).Brainstorm learners to come out with one thing which is common to all the items displayed.What have we learnt today?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.Brasesment: Have learners to discuss how the sources of light (i.e. sun, moon, other stars, torch, lantern, electric bulbs and others).What have we learnt today?Group learners into three (3), appoint a leader from each group to act as the teacher.Carper sinto three (3), the main 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 earthWhat have we learnt today?Ask them to summarize what was covered in the previous lesson.Learners use paper to design the sun as a source of light to the earthWhat have we learnt today? The main source of light to the earth	DAYS	ΡΗΔSE Ι· STARTE	R	PH	ΔSE 2. ΜΔΙΝ				PHASE 3. REELE	
and recite familiar rhymes STAR LIGHT. STAR BRIGHT. Star light, star bright.questions to enable them explore where we get light, Eg. What does the sun look like? Where is the sun look like? Where hearners to play the "Odd One Out" game.The main source of light to the Earth is Sun. Have learners to summarize th important points in the lesson on thing which is commont on all the items displayed. Engage learners to summarize the od one out. This game could be done in groups to bring competition.What have we learnet today? Whet have we learnet today? The main source of light which mak										
The student will look at; for example four pictures (sources of light).Engage learners to mention sources of light in their environment (i.e. sun, moon, other stars, torch, lantern, electric bulbs and others).Earth is Sun.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.Engage learners to mention sources of light in their environment (i.e. sun, moon, other stars, torch, lantern, electric bulbs and others).Have learners to summarize th important points in the lessonGroup learners into three (3), appoint a leader from each group to act as the teacher.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.What have we learnt today?Ask them to summarize what was covered in the previous lesson.Learners use paper to design the sun as a source of light to the earthHave learners to summarize th important points in the lesson		and recite familiar rhyr <u>STAR LIGHT, STAR B</u> Star light, star bright. The first star I see ton I wish I may, I wish I m Have the wish I wish to Engage learners to play	nes <u>RIGHT.</u> ight, ight, onight. v the	ques whe E.g. Whe Do y sun i Disp torc Asss expl light Brai one	stions to enable the ere we get light, What does the sun- ere is the sun located you see clearly or othe is out? Day various source th, candles, matchs essment: Have lease lore with the various motorm learners to thing which is con	em ex look lil d? herwise tick, a arners us sou	kei kei e w ind s to urc e c	ore when the t such as l lantern. co ces of	The main source of Earth is Sun. Have learners to su important points in What have we lear	light to the immarize the the lesson nt today?
appoint a leader from each group to act as the teacher.the main source of light by considering the biggest source of light which makes them see clearly in the day time.The main source of light to the Earth is Sun.Ask them to summarize what was covered in the previous lesson.Learners use paper to design the sun as a source of light to the earthHave learners to summarize th important points in the lesson		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.		light in their environment (i.e. su moon, other stars, torch, lanterr electric bulbs and others). Assessment : Have learners to how the sources of light(i.e. sun, other stars, torch, lantern, electr		sun, ern, o discuss in, moon, ctric	Earth is Sun. Have learners to su important points in	Immarize the the lesson		
questions to the leaders. sun as the main source of light.	group to act as the teacher.the biggest so them see cleaAsk them to summarize what was covered in the previous lesson.Learners use a source of lightThe class is allowed to poseAssessment		main source of ligh biggest source of li n see clearly in the mers use paper to urce of light to the essment : Have le	nt by c ight w e day t desigr e earth arners	cor hid tim n t h	hsidering ch makes le. he sun as lraw the	The main source of Earth is Sun. Have learners to su	light to the Immarize the		

Week Endi	ng:	DAY:			Subject: OWOP			
Duration: 6	0mins per lesson	1			Stra	nd: All aroun	d us	
Class: BI		Class S	ize:		Sub	Strand: The	Environment &	the Weather
different typ	andard: monstrate knowledg pes of weather condi ce Indicator:			Indicator: B1.2.1.2.1 Identificonditions	2.1 Identify and describe different weather			I OF I
	s can identify and descr					Communicati	on and Cultural Ic	lentity
Teaching/ L	_earning Resources	Picture	s, Cha	arts, Video Clips				
Keywords								
References	: OWOP Curriculum	Pg. 6						
DAYS	PHASE I: START	ER	PH	ASE 2: MAIN			PHASE 3: RI	EFLECTION
	Show pictures/films of different weather co			rners use rhymes, e y", to tell the types			What have we	
	Have learners to sing <u>RAIN RAIN GO AWAY</u> Rain, rain go away Come again another day Class one pupils want to play Rain, rain go away		Rainy weather Sunny weather				Describing different weather conditions	
			blay Learners in groups describe the weather type from their pictures to the class. Assessment: Have learners to mention			ie class.		o summarize the nts of the lesson
			the can	weather of the day observe outside the	from eir clas	what they ssroom		
	Show pictures/films of			rners use rhymes, e			What have we	e learnt today?
	different weather con Have learners to sing <u>RAIN RAIN GO AW</u> Rain, rain go away Come again another Class one pupils wan Rain, rain go away	g /AY day	Lean type Ass	y", to tell the types Windy we Windy we windy we wind the types wind the types wi	ather	he weather to mention	conditions Ask learners t	Ferent weather o summarize the nts of the lesson
				weather of the day observe outside the				

Show pictures/films of	Learners use rhymes, e.g. "rain, rain go	What have we learnt today?
different weather conditions.	away", to tell the types of weather	
Have learners to sing <u>RAIN RAIN GO AWAY</u>	Cloudy weather, This type of weather have a lot of clouds in the sky	Describing different weather conditions Ask learners to summarize the
Rain, rain go away Come again another day Class one pupils want to play Rain, rain go away	Learners in groups describe the weather type from their pictures to the class	important points of the lesson
	Assessment : Have learners to mention the weather of the day from what they can observe outside their classroom	

Week Er	nding:	1	DAY:			Subject: RELIG	OUS & MO	ORAL EDUCATION	
Duratior	n: 60mins					Strand: Religiou	s Practices	5	
Class: BI		(Class Siz	ze:		Sub Strand: Religious Worship			
BI.2.1.1.	Content Standard:Indicator:B1.2.1.1. Demonstrate theB1 2.1.1.2: Recite religious religious songs.			ious passages and	sing	Lesson:			
 Perform Learn songs 	ance Indicator: ers can recite rel	igious pass	sages and	Core Competencies:					
New wo	rds								
Reference	es: RME Curric	ulum Pg.	2						
DAYS	PHASE I: ST	ARTER		PHASE 2: MAIN			PHAS	E 3: REFLECTION	
	Group learners the religion the Have each grou perform any ac that religion. Learners sing s rhymes in relat lesson.	ey belong up sing sou t of worsl ongs and i	ngs and hip of recite	Show real or recitations fro	pictures of songs and on the Quran.		to revie the less Have le	rners series of questions ew their understanding of son earners to read and spell r words written on the	
		Call learners in turns to sing and recite texts from the Quran. In groups learners tell the class some moral lessons from the Quran text.							

Week E	nding:	DAY:			Subject: History	/		
Duration	n: 60mins per lesson			Strand: History as a Subject				
Class: Bl		Class Size:	: Sub Strand: Cor			mmunity Hist	mmunity History	
Content Standard: B1.1.4.2. Recount history about their communities.			Indicator: B1.1.4.2.1 State the similarities and d between the communities where lea				Lesson:	
Learn between	ance Indicator: hers can state the similariti een the communities wher	re learners liv	/e	Learne	Competencies: ers to become criti s, video clip, etc.	cal thinkers a	nd digital literates	
	g/ Learning Resources			, p	,			
DAYS	PHASE I: STARTER	R	PHASE 2: MAIN			PHASE 3: REFLECTION		
	Play games and recite rhymes that learners are familiar with to begin the lesson.		Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc.			Ask learners questions to review their understanding of the lessson.		
	Ask learners questions their understanding in t previous lesson.		Learners list the names of historical sites starting with the oldest to the most recent				rs task to do whiles nd to guide those who	
			historical pic pictures	tures ar	learners sort out nd relate to the			
			Learners sketch what they have seen on their visit			rs questions to review standing of the		
Ask learners questions to review		Compare sketches drawn with pictures of historical sites from other communities			rs task to do whiles nd to guide those who			
			Learners dis bringing out differences in	similarit				

Week En	ding:	DAY:				Subject: Creative	e Arts	
Duration	60mins per lesson					Strand: Perform	ing Arts	
Class: BI		Class Siz	ze:			Sub Strand: Plar	nning, Making and	Composing
generate of on the pe Performa • Learne local to	rate understanding of h own ideas for artistic e	now to expressions B1.1.2.2.4 /B1.2.2.2.4 create own visual artworks that reflect local topical issues in the local community. I al artworks that reflect local topical issues in the local community. I Core Competencies: Decision Making Creativity, Innovation Communication			Lesson: I OF I nication			
	es: Creative Arts Curric			,				
DAYS	PHASE I: STARTE	R	Pł	HASE 2: M	AIN		PHASE 3: RE	FLECTION
	Learners to sing songs games to get them reac the lesson Show pictures of visual artworks to learners fo to observe and talk abo	dy for or them	wł pe Ex Re tha co	t learners ma fine the arrw reflect the t	ssues ar ocal cor ploymer ction of rrent to a local co local co local co a local co local co a local co constant ocal co a local co co co co co co co co co co co co co c	nt local artworks pical issues of ommunity.	Use questions understanding Ask learners to they have learn	of the lesson o summarize what
	Review learners under in the previous lesson questions and answers Engage learners to play and sing songs to begin lesson.	using v games	to reflect the t Guide learners music, dance, o history and cul Have learners perform dance community. Let learners pu to perform the teacher(s) obse		Irama that reflect the ture of the people. to sing familiar songs, or s found in their at on their local costumes a artwork in groups as		understanding	o summarize what

Week En	ding:	DAY:			Subject: Ghanai	an Language	
Duration	: 60mins per lesson				Strand: Extensive Reading		
Class: BI		Class Size:		Sub Strand: Reading			
BI.6.1.1: [Standard: Demonstrate knowled simple sentences mad		BI.6	icator: 5.1.1.1 Res our word:	ad simple sentence s.	es of about three	Lesson:
	ance Indicator: ers can read simple sente rords.	nces of about	three to		Competencies: vity and innovation, C	Communication and	collaboration,
Teaching	/ Learning Resources	Word cards,	sentence ca	rds, letter	cards, handwriting o	on a manila card	
Reference	es: Ghanaian Language (Curriculum Pg.	56				
DAYS	PHASE I: START	ER	PHASE	2: MAIN	I	PHASE 3: REI	LECTION
	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 learners to read the sentences. Call learners to read the sentences one by one. 			Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those wh need help.	
	Write words on th b	oard and	the word learner re	/sentenc eads.	ers to point to e as another nade up of three	Ask learners ser	ies of questions
	cover parts with a sr learners to guess the	niley for	or four words on the board. Lead learners to read the sentences. Call learners to read the sentences			to review their understanding of the lesson	
	Have learners sing so the lesson	ongs to begin				Ask learners to they have learnt	
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson		one by or Allow oth	one. other learners to point to ord /sentence as another		Give learners individual or home task	
			Write sentences made up of three or four words on the board.		the board.	they have learnt	
			Lead lear sentences Call learn one by oi	s. hers to rea	ead the ad the sentences	Let learners say remember from	
				/sentenc	ers to point to e as another		

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

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

SCHEME OF LEARNING- WEEK ||

BASIC ONE

Name of School.....

Date:	DAY:		Subject: English Language		
Duration:			Core Competencies: Reading and Writing Skills Personal Development and		
Class: BI	Class Size:		Leadership and Collaboration		
Content Standard: BI.I.9.I BI.2.7.I BI.4.7.I BI.5.I0.I BI.6.I.I		Indicator: BI.I.9.I.I BI.2 BI.6.I.I.I.	2.7.1.3 BI.4.7.1.1 BI.5.10.1.1	Lesson:	

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 I: 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> (<i>Giving & Responding to Commands</i>) 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.	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	Let learners practice by giving commands in pairs. B. READING (Comprehension. Page 24)	Ask learners to tell you what they have learnt and what they		
	Teacher calls out different actions for learners to act.	Gather learners in the community time circle. Using pictures, tell	will like to learn in the next lesson.		
	Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, jumping,	learners an interesting story. Example: 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.	Have learners to read and spell the key words on the board		
	crazy dance, heading a ball etc.	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>			

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

Week Ending: 4-11-2022 DAY: Subject: Mathematics					Subject: Mathemat	ics		
Duration: 60	mins per lesson				Strand: Number			
Class: B1		Class Size:			Sub Strand: Fractions			
	elop an understan	•		.2 count	in halves using concre	ete and	Lesson:	
using concrete and pictorial representations Performance Indicator:			s pictorial	represe	ntations of halves		TOFT	
	count in halves using	concrete and	Inictorial		Competencies:			
representation			piccoriai	Probler	n Solving skills; Critical	Thinking; Justificat	ion of Ideas;	
Teaching/ Le		Paper strips	, cut out cai	rds				
Resources	0							
New words								
References:	Mathematics Curric	ulum Pg. 18						
DAYS	PHASE I: STAF	RTER	PHASE 2	: MAIN		PHASE 3: R	EFLECTION	
Monday	onday 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			
				00	00			
Tuesday	uesday 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.		ranges, half piece of card, etc. and have n halves using the	Ask learners t they have lear Give learners home task		
Wednesday	Engage learners to songs and rhymes lesson		stick, half piece of a them count them i		ranges, half piece of card, etc. and have	Ask learners t they have lear Give learners home task		
Thursday	songs and rhymes to begin the representations			tions of t using t	halves and have he language one-	Ask learners t they have lear Give learners home task		

Friday	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

Week E	nding:	DAY:		Subject	t: Science	2	
Duratio	n: 60mins per lesson			Strand	: Cycles		
Class: B	I	Class S	Size: Sub Strand: Ear			th 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 pools of water afte		arance of 1	nist and	Lesson: I OF I
Perform	nance Indicator: can observe the disappeara		st and pools of water	after rains.	Problem	ompete Solving skil on of Ideas	lls; Critical Thinking;
Teachin	g/ Learning Resources	Picture	es and charts		J		,
New wo	ords						
Referen	ces: Science Curriculum Pg	g. 24					
DAYS	PHASE I: STARTER		PHASE 2: MAIN			PHASE	3: REFLECTION
	Review learners underst in the previous lesson us questions and answers.		Let learners observe of mist and run-off w come and talk about	vater after ra			ners series of questions to heir understanding of the
Engage learners to play games and sing songs to begin the lesson.		-	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			Ask learners to summarize what they have learnt Give learners individual or home task	
	Review learners underst in the previous lesson us questions and answers.		evaporate 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			Ask learners series of questions to review their understanding of the lesson	
	Engage learners to play g and sing songs to begin t lesson.					Ask learn they have	ners to summarize what e learnt
			Show or draw pictur different sources of v	Show or draw pictures depicting different sources of water such as bore- holes, rivers, wells and the sea			rners individual or home
		Discuss the various uses of water at their homes, school and community.					
	Review learners understanding in the previous lesson using questions and answers.		water,	e.g. washing of face and hands, drinking			ners series of questions to heir understanding of the
	Engage learners to play g and sing songs to begin t lesson.		utensils, watering of	utensils, watering of flowers. Use local materials to create different			ners to tell you what they rnt
			sources of water in an outdoor activity. E.g. artificial wells, rivers, rainfall and tap			Give learners individual or home task	

Week Ending:	DAY:	DAY:		Subject: OWOP		
Duration: 60mins per lesson			Stra	Strand: All around us		
Class: Bl	Class Size:	Class Size:		Sub Strand: Plants & Animals		
Content Standard: B1.2.2.1. Recognize different pla environment	nts in the	Indicator: B1.2.2.1.1. Identify different plants in the environments and their uses			Lesson:	
Performance Indicator:Learners can explore the uses	environment		Core Competencies: Communication and Cultural Id	lentity		
Teaching/ Learning Resources Pictures, Cha		arts, Video Clips				
Keywords						

References: OWOP Curriculum Pg. 7

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION		
	Review learners understanding in the previous lesson using questions and answers.	Learners go on a nature walk to observe and talk about different plants in the environment.	Ask learners series of questions to review their understanding of the lesson		
	Engage learners to play games and sing songs to begin the lesson.	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 to summarize what they have learnt Give learners individual or home task		
	Review learners understanding in the previous lesson using questions and answers.	Learners talk about uses of plants and share the information with the whole class.	Ask learners series of questions to review their understanding of the lesson		
	Engage learners to play games and sing songs to begin the lesson.	The uses of plants include food, clothing, shelter, medicine, decoration and shades	Ask learners to summarize what they have learnt		
			Give learners individual or home task		

Week Er	nding:		DAY:		Subject: RELIGIOUS & MORAL EDUCATION			
Duration	: 60mins					Strand: Religiou	s Practices	5
Class: Bl			Class Size	e:		Sub Strand: Rel	ligious Worship	
B1.2.1.1. religious	ent Standard: I. Demonstrate the understanding of us worship Indicator: BI 2.1.1.2: Recite religious passage religious songs.			religious passages	and sing	Lesson:		
 Learn songs 		•	•	sing religious Core Competencies: Cultural Identity, Sharing Recor				n, Togetherness, Unity
New wor	y/ Learning Res	ources			nus, poster			
	es: RME Curric	ulum Pg	g. 2					
DAYS	PHASE I: ST	ARTE	8	PHASE 2: MAIN			PHASE 3: REFLECTION	
	Group learner the religion the Have each grou	ey belong	g.	"Only a fact toots the depth			ners series of questions w their understanding of on	
	perform any ac that religion. Learners sing s rhymes in relat lesson.	ongs and	l recite			th feet".		arners to read and spell words written on the
		Call learners in turns to sing and recite texts from the Quran.						
				In groups, learners tell the class some moral lessons from the Quran text.				

Week En	ding:	DAY:			Subject: History	,	
Duration:	60mins per lesson			Strand: History as			ct
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 communitie learners live		es where	Lesson:	
• Learne betwee	nce Indicator: ers can state the similarit en the communities whe	re learners li	ve	Learne		cal thinker	rs and digital literates
Teaching	Learning Resources	VVall chart	s, wall words,	posters	s, video clip, etc.		
Reference	es: History Curriculum	Pg. 3					
DAYS	PHASE I: STARTE	P	PHASE 2: I				3: REFLECTION
DATS		N .				THASE	
	Play games and recite r that learners are famili begin the lesson.		Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc.		Ask learners questions to review their understanding of the lessson.		
	Ask learners questions their understanding in previous lesson.		Learners list the names of historical sites starting with the oldest to the most recent			rners task to do whiles ound to guide those who p.	
			historical pic pictures	tures ar	learners sort out nd relate to the		
Play games and recite rhymes that learners are familiar with to begin the lesson.		Learners sketch what they have seen on their visit			Ask learners questions to review their understanding of the lessson.		
Ask learners questions to review their understanding in the previous lesson.		Compare sketches drawn with pictures of historical sites from communities		sites from other		rners task to do whiles ound to guide those who p.	
			Learners discuss their sketches bringing out similarities and differences in the sites they visited				

Week En	ding:	DAY:		5	Subject: Creativ	e Arts	
Duration	: 60mins per lesson			9	Strand: Visual A	rts & Performing Arts	
Class: B1		Class Siz	e: Sub Strand: Dis			playing and Sharing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people Performance Indicator:			Indicator: BI.I.3.4./BI.I.3.5. Plan for a display of ov artworks Core Competencies:			wn visual	Lesson:
	ers can plan for a display o	of own visu	ial artworks			Innovation Commu	unication
	/ Learning Resources			aper, colo	rs and tradition	al art tools	
Reference	es: Creative Arts Curricu	ılum Pg.					
DAYS	PHASE I: STARTER	2	PHASE 2: M	IAIN		PHASE 3: RE	FLECTION
	Show pictures and videos of the artwork to exhibit.		Guide learners to plan an arrangement of own artworks to share, educate and inform the public on topical issues of the local community.			Teacher moves round the class to monitor the progress of learners in their sketches. Encourage learners to come out	
Engage learners to sing songs about work.		Learners should select a theme for their art. E.g. go green or save trees.			with good sketches. Give out manual invitations cards to learners to be given to their parents.		
Show pictures and videos of the artwork to exhibit. Engage learners to sing songs about work.		Organize a place for the exhibition. Invite other teachers to witness the artwork. Set the stage for learners to display their artwork.			Appreciate and thank parents for their presence. Let learners organize themselves to clean up the place after the		
		Evaluate individual art and allow pupils to talk about them in the form of appraisal.		exhibition.			
			Discuss the m	noral lessor	ns in the song.		

Week Ending:DAY:Subject: Ghanaian Language			Sul	bject: Ghanaian Lan	guage		
Duration:	60mins per lesson			Str	and: Extensive Read	ding	
Class: Bl		Class Size	:	Sul	b Strand: Reading A	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 abo four words.		about three to	Lesson:		
 Performance Indicator: Learners can read simple sentences of about 			t three to four words.		ompetencies: v and innovation, Comi tion,	munication and	
Teaching	Learning Resources	Word car	ds, sentence cards, letter ca	rds, handw	vriting on a manila ca	ard	
Reference	e s: Ghanaian Language C	urriculum P	g. 58				
DAXO							
DAYS	PHASE I: STARTER	£	PHASE 2: MAIN		PHASE 3: REF	-LECTION	
	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 four words on the board.	of three o		Ask learners series of questions to review their understanding of the lesson.	
			Ama is late			Ask learners to summarize what they have learnt.	
	4		Call learners to read the se one by one.			Learners to read and spell the key words on the board.	
	Engage learners to play and sing songs to begin lesson.		Write sentences made up four words on the board.			Ask learners series of questions to review their understanding of the lesson.	
	Review learners understanding in the previous lesson using questions and answers		Yaw is eating. Lead learner to read the sentences. Call learners to read the sentences one by one.		they have learnt Learners to read	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.		Write sentences made up of three or four words on the board.			Ask learners series of questions to review their understanding of	
Review learners understanding in the previous lesson using questions and answers		Kofi is a boy.			Ask learners to summarize what they have learnt.		
			Call learners to read the se one by one.			Learners to read and spell the key words on the board.	

Week Er	nding:	DAY:				Subject:	PHYSICAL EDUCATION		
Duratior	n: 60mins					Strand: P	hysical Fitness		
Class: Bl Class Size:			e:			Sub Stra	nd: Healthy diet		
Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physic					L.I.4.I: Participate in enjoyable sical activities for increasing periods		Lesson:		
Performance Indicator: Core Competencies: • Learners can participate in enjoyable physical activities for increasing periods of time Core Competencies: Teaching/ Learning Resources Pictures and Videos					Communication and co	ollaboration			
	es: PE Curriculum Pg. 13		PHASE 2: 1	MA	IN		PHASE 3: REFI	LECTION	
	Have learners to sing s recite familiar rhymes.	<u>DU KNOW</u>	Observe and learners enjo Find out why through inter	y do v the	oing. ey enjoy do		Ask learners serie to review their u the lesson. Ask learners to se	nderstanding of	
If you happy and you know it, clap your hands If you happy and you know it, and you really want to show it.		activities they Guide and giv	Have learners to perform the activities they enjoy doing Guide and give remedial to learners where needed			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		
Class: BI	Class Size:		Leadership and Collaboration		
Content Standard: BI.I.IO.I BI.2.9.I BI.4.I2.I BI.5	.10.1 BI.6.1.1	Indicator: BI.I.10.1.3. B BI.5.10.1.2. B	I.2.9.I.2. BI.4.I2.I.I.	Lesson:	

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 I: 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.ORAL LANGUAGE (Presentation) 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> (Fluency) 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	Have learners sing songs and recite familiar rhymes <u>MINGLE MINGLE</u> •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)	C. <u>WRITING</u> (Descriptive Writing) Model describing yourself in 2-3 simple sentences using simple descriptive words. 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	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	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.	D.WRITING CONVENTIONS & GRAMMAR USAGE (Spelling) Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words.	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: Bl	Class Size:			Sub Strand: Money		
BI.I.4.1 Identify coins, their values and the				nize Ghanaian coins by name and tionship among them	Lesson:	
Performance Indicator: Learners can recognize Ghanaian co describe the relationship among the	1		Competencies: n Solving skills; Critical Thinking; Justifica	ation of Ideas;		
Teaching/ Learning Resources Paper strips, cut or			ds			
New words						

References: Mathematics Curriculum Pg. 13

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

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

Week E	nding:	Y:		Subject: Scien	ce		
Duratio	n: 60mins per lesson			Strand: Cycles			
Class: B	I	Clas	s Size:		Sub Strand: E	arth Science	e
BI.2.1.4 F importan Perform	t Standard: Recognize water and air as t natural resources nance Indicator: ners can demonstrate the ex	nvironment	.4.2 Demonstrate the existence of air in the onment			Lesson:	
	onment g/ Learning Resources	Pict	ures and charts	TTODIEL			g, justification of ideas,
New wo	<u> </u>	1100	dies and charts				
	ces: Science Curriculum Pg.	25					
	0						
DAYS	PHASE I: STARTER		PHASE 2: MA		PHASE	3: REFLECTION	
	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.		Engage learners activities that de existence of air, e.g. Waving a piec leaving inflated ball watching a hoisted Learners talk ab in each case, e.g the leaves and h Ask learners to their lives. e.g. v trumpets, flying	e of pape bons in al flag, out thei . explain oisted fl outline vhistling,	ate the r across the face, n open space, r observations what causes ag to move. uses of air in blowing of	review th the lessso Give lear	ners task to do whiles ound to guide those
			Summarize the l learners that air				

Week En	ding:	DAY:		Subject	: OWOF)	
Duration:	60mins per lesson		Strand: All around us				
Class: B1		Class Size:		Sub Str	rand: Plar	nts & Animals	
animals in Performa	Standard: Recognize and apprecia the environment nce Indicator: ers can identify different p		Indicator: B1.2.2.2.1. Identify environments and	l their use	core C	the Competencies: nication and Cultur	Lesson: 1 OF 1 al Identity
	Learning Resources		arts, Video Clips				,
Keywords	3						
Reference	es: OWOP Curriculum	Pg. 7					
DAYS	PHASE I: STARTER	R PH	PHASE 2: MAIN			PHASE 3: RE	FLECTION
	Play games and recite r that learners are familia to begin the lesson. Ask learners questions review their understand the previous lesson.	e school and comm vironments, picture ernet, to show diffe fish, birds, monkeys enable learners to u ferent animals live ir vironments. arners draw fishes in	s, films fro rent anim , butterfli understan n different n rivers, b	als such es, ants d that : virds in	their understan lessson. Give learners ta	estions to review ding of the ask to do whiles o guide those who	
		in Le ab	eir nests, pets in the learners' homes. arners collect and sl out animals from the rents, books	hare infor	mation		

religious worship Performance Indica • Learners can recir songs. Teaching/ Learning New words References: RME C DAYS PHASE Group lea the religion Have each	rate the understandin cator: cite religious passages a g Resources Wall Curriculum Pg. 2 E I: STARTER	ng of BI 2.1 religio	ator: 1.1.2: Recite repus songs. US Core Co Cultural lo ords, posters, v		Worship Lesson: I OF I
Content Standard: B1.2.1.1. Demonstra religious worship Performance Indica • Learners can recir songs. Teaching/ Learning New words References: RME C DAYS PHASE Group lea the religion Have each perform a	: rate the understandin cator: cite religious passages a g Resources Wall Curriculum Pg. 2 I : STARTER	ng of Indica BI 2.1 religio and sing religiou charts, wall wo	ator: I.I.2: Recite repussions. US Core Co Cultural lo ords, posters, v	eligious passages and sin Competencies: Identity, Sharing Reconcilia video clip, etc.	tion, Togetherness, Unity
BI.2.I.I. Demonstra religious worship Performance Indica • Learners can reci- songs. Teaching/ Learning New words References: RME C DAYS PHASE Group lea the religion Have each perform a	rate the understandin cator: cite religious passages a g Resources Wall Curriculum Pg. 2 E I: STARTER	ng of BI 2.1 religio and sing religiou charts, wall wo	L.I.2: Recite repus songs. US Core Co Cultural lo ords, posters, v	Competencies: Identity, Sharing Reconcilia video clip, etc.	I OF I
DAYS PHASE Group lea the religio Have each perform a	I: STARTER	PHASE 2	: MAIN	Рн	
Group lea the religio Have each perform a					
	earners according to ion they belong. ch group sing songs an any act of worship of gion. s sing songs and recite in relation to the	d recitations traditional proverbs, "Only ar of a riv Call learne	etc. (Tradition fool tests the er with both - African	f songs and Ask cital from the to r ted myths, riddle, nal). Hav the boa	learners series of questions eview their understanding of lesson re learners to read and spell key words written on the

Week E	nding:			Subject: History	,		
Duration	n: 60mins per lesson		Strand: History as a Sub			as a Subject	
Class: B	l	Class Size:			Sub Strand: Co	mmunity Hist	cory
Content Standard: B1.1.4.2. Recount history about their communities.			Indicator: B1.1.4.2.1 State the similarities and d between the communities where lea				Lesson:
• Learr betw	ance Indicator: ners can state the similariti een the communities wher	re learners live	ive Learners to become critical thinkers and digital literates				
	g/ Learning Resources		, wall words,	poster	s, video clip, etc.		
Reference	ces: History Curriculum	Pg. 3					
DAYS	PHASE I: STARTER	R P	PHASE 2: MAIN			PHASE 3:	REFLECTION
	Play games and recite r that learners are familia to begin the lesson.	r with ch		office, a	town e.g. an old chief's palace, ands etc.	Ask learners questions to review their understanding of the lessson.	
	review their understanding in si		Learners list the names of historical sites starting with the oldest to the most recent			Give learners task to do whiles you go round to guide those who need help.	
	Assessment : have l historical pictures an pictures			ires and	relate to the		
	Play games and recite r that learners are familia to begin the lesson.	r with o	n their visit	ch what they have seen			s questions to review standing of the
				e sketches drawn with pictures ical sites from other ities			rs task to do whiles nd to guide those who
		01		and dif	sketches bringing ferences in the		

Week Ending: DAY:			Subject:			e Arts			
Duration: 60mins per lesson				Stra	nd: V	isual A	rts & Performing	Arts	
Class: Bl Class Siz			e:	Sub	Stra	nd: App	preciating and Appraising		
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people			Indicator: B1.1.4.6 /B1.2.4.7 Use the agreed guidelin and derive meaning from own displayed a				Lesson:		
• Learn	ance Indicator: ers can use the agreed gu ng from own displayed ar	tworks.			Deci Con	ision Ma Imunicat		ovation	
Teaching	/ Learning Resources	Photos, v	videos, art paper, color	s and t	raditi	onal art	tools		
Reference	es: Creative Arts Currico	ulum Pg. 24							
DAYS	PHASE I: STARTE	R	PHASE 2: MAIN				PHASE 3: RE	FLECTION	
Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using		the	Let learners use their appreciate and apprai artworks. Make decisions on ag appreciate and apprai	se their reed gu	r own iidelin	ies to	Assessment: Pre with different ar to use the guide appreciating and	tworks for them lines in	
questions and answers			E.g. clay pot Theme: Unity Subject matter: Historical Media: Clay Techniques: coiling me Uses: for fetching and Future modification: co	storing Iddition	Summarize les learners.			on activities with	
	Engage learners to play and sing songs to begin lesson. Review learners unders in the previous lesson of questions and answers	the	Performing artworks music and drama. Let learners use their appreciate and apprai artworks. Make decisions on ag appreciate and apprai E.g. Agbadza dance E.g. Agbadza dance Let learners talk about gestures, makeup, cos and stage setting as the video or pictures of the setting as the set set setting as the	senses se their reed gu se an a t the t t the t tume, iey wat	idelin rtwor heme stage	hes to k. , use	Review the less through questio		

Week En	ding:		Subject: Ghanai				
Duration	: 60mins per lesson		Strand: Extensive Reading				
Class: B1		ze:	Sub Str	rand: Re	ading Aloud		
B1.6.2.1: Demonstrate knowledge by reading short simple sentences made			Indicator: BI.6.2.1.1 Read simple words.	sentences	of about	three to four	Lesson:
	ance Indicator: ers can read simple sente				Creativi collabor	,	ommunication and
Teaching	/ Learning Resources	Word ca	ards, sentence cards, letter	cards, han	dwriting o	n a manila card	
Reference	es: Ghanaian Language (Curriculum	n Pg. 58				
DAYS	PHASE I: START	PHASE 2: MAII	PHASE 2: MAINWrite 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			LECTION	
	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					or four words on	estions to review ling of the
						Call learners to re	sk to do whiles 9 guide those who
	Write words on th b cover parts with a sm learners to guess the	niley for	Write sentences i or four words on	•		they have learnt	
	Have learners sing songs to begin the lesson Ca		gin	Lead learner to read the sentences. Call learners to read the sentences			5 words they the lesson.
	Have learners play ga recite familiar rhymes the lesson	games and Write sentences made up of th					
	Using questions and a review their understa previous lesson		Lead learner to re he Call learners to re one by one			Ask learners to tell you wh	
						Give learners in task	dividual or home

Week En	ding:	Subject: PHYSICA				١	
Duration	60mins		Strand: Values an		nd Psycho-social Concepts		
Class: BI	Class: Bl Class Size:				Sub Strand: Sel	f-Responsibility	
principles,	Standard: ate knowledge of moven and strategies that apply ce of physical activities			Indicate B1.5.1.5 activities	I participate willin	gly in physical	Lesson:
PerformaLearne	ince Indicator: ers can participate willing / Learning Resources		ical activities es and Videos		Competencies: ity and innovation, C	Communication and	collaboration
	es: PE Curriculum Pg. 13						
DAYS	PHASE I: START	ER	PHASE 2: M	AIN		PHASE 3: RE	FLECTION
			learners partic	Through observation, find out whether learners participate willingly in physical activities.		Review the less	son with learners
			Have Learners activities of th Example; jump	eir interes	• •		