

TERM TWO

BASIC ONE

WEEK NINE

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WEEKLY SCHEME OF LEARNING- WEEK NINE

BASIC ONE

Name of School.....


Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B1.1.7.1.3. B1.2. 7.1.2. B1.4.5.1.3. B1.5. 5.1.1. B1.6.1.1.1.	
Performance Indicator		Learners can recognise and discuss characters in a story Learners can ask and answer factual and inferential and applicative questions about level-appropriate texts Learners can use basic descriptive words in writing simple sentence Learners can identify adjectives and use them to describe oneself and other people Learners can read a variety of age – appropriate books and texts from print	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Read a story aloud to learners. • Have them discuss, in pairs/small groups, the main and minor characters in the story. • Have groups/pairs share their views with the whole class	What have we learnt today? Ask learners to summarize the main points in the lesson

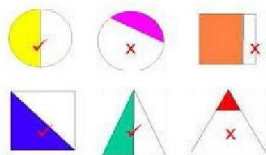
		Assessment: let learners identify discuss characters in a story	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Have learners read level appropriate texts independently, with minimal support from peers/teacher.</p> <ul style="list-style-type: none"> • Encourage them to ask and answer factual and inferential questions about the texts to enhance comprehension <p>Assessment: let learners answer factual and inferential and applicative questions about level-appropriate texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc. • Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects. • Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. My classroom is big. <p>Assessment: let learners use basic descriptive</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		words in writing simple sentence	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Have learners read level-appropriate texts describing people.</p> <ul style="list-style-type: none"> • Put learners in groups to discuss the texts read. Provide questions to help them identify the descriptive words. • Have learners write simple sentences to describe themselves, using the descriptive words identified. • Have learners write parallel sentences to describe their friends <p>Assessment: let learners use adjectives to describe oneself and other people</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age appropriate books for learners to make a choice from. • 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 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners read a variety of age – appropriate books and texts from print	
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Week Ending			
Class		one	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B1.1.3.1.1	
Performance Indicator		Learners can Understand the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into two equal parts	
Strand		NUMBER	
Sub strand		Fractions	
Teaching/ Learning Resources		Counters	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Sing songs like: I’m counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Use concrete objects to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts E.g. 2. Use pictorial representations to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts  One whole one half	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like:	Use pictorial representations to help learners sort fractions into	Review the lesson with Learners

	<p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>those that are halves and those that are not halves</p>	<p>Assessment: have learners to practice with more examples</p>
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class		one	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B1.4.1.2.1	
Performance Indicator		Learners can explain the terms hot and cold	
Strand		FORCES AND ENERGY	
Sub strand		SOURCES AND FORMS OF ENERGY	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Ask learners: What types of things are usually hot? What types of things are usually cold? • Display substances that are hot or cold (e.g. hot tea, ice cream, ice block, hot water, water at room temperature, cold water. • Learners sort the items into hot and cold in groups. • Show learners a hot item (learners should not touch) to differentiate it from warm items. Learners compare the samples in terms of warmth (by touching/feeling the provided samples). Assessment: let learners explain the terms hot and cold	What have we learnt today? Ask learners to summarize the important points of the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners talk about how we keep hot things hot and cold things cold for a long time. • What will happen if an object is placed in the sun? <p>Tell how substances placed in a fridge feel when touched,</p> <ul style="list-style-type: none"> • Learners explore other ways of making things warm (For example, putting them in the sun, touching a phone that has just been charged). <p>Assessment: let learners explain the terms hot and cold</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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Week Ending			
Class		One	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B1.2.2.1.1	
Performance Indicator		Learners can explain the terms hot and cold	
Strand		Religious Practices and their Moral Implications	
Sub strand		Religious Festivals in the Three Major Religions in Ghana	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Guide learners to mention festivals celebrated in the three religions. - Christian: Christmas, Easter, etc. - Islamic: Eid-ul-Fitr, Eid-ul-Adha, etc. - African Traditional Religion (ATR): Odwira, Damba, Homowo, Hogbetsotso, FetuAfahyE, etc. Assessment: let learners explain the terms hot and cold	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		One	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B1.2.5.1.1	
Performance Indicator		Learners can identify Ghanaians of diverse fields who have contributed significantly to national development including Theodosia Okoh (National flag). Amon Kotei (Coat of Arms). Baba Yara (Football), Ephraim Amu (Music), Kofi Antubam (Art and craft), Kow Ansah (Film) etc.	
Strand		My Country Ghana	
Sub strand		Some Selected Individuals	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Match individuals with their achievements e. g Theodosia Okoh (national flag), Amon Kotei (coat of arms), Baba Yara (football), Ephraim Amu (music), Kofi Antubam (art and craft), Kow Ansah (Film) etc Assessment: let learners identify Ghanaians of diverse fields who have contributed significantly to national development	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Match individuals with their achievements e. g Theodosia Okoh (national	What have we learnt today?

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		<p>flag), Amon Kotei (coat of arms), Baba Yara (football), Ephraim Amu (music), Kofi Antubam (art and craft), Kow Ansah (Film) etc</p> <p>Assessment: let learners identify Ghanaians of diverse fields who have contributed significantly to national development</p>	<p>Ask learners to summarize the main points in the lesson</p>
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Week Ending			
Class		One	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B1.2.4.2.1	
Performance Indicator		Learners can Identify body parts	
Strand		MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	
Sub strand		BODY MANAGEMENT	
Teaching/ Learning Resources		cones	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Guide learners to identify parts of the body. Point at the body parts such as the head and let them mention the parts they use in performing physical activities. Project. Label the body parts with the following names (head, hand, leg, neck and chest	What have we learnt today? Use answers to summarise the lesson.

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Week Ending			
Class		One	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B1.4.1.1.1.	
Performance Indicator		Learners can mention the characteristics of a responsible citizen	
Strand		OUR NATION GHANA	
Sub strand		Being a Citizen	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about who a responsible citizen is, e.g. obeying parents and school rules, respecting people, taking care of school property, keeping the environment tidy, being polite, keeping the environment tidy, loving your country etc Assessment: let learners mention the characteristics of a responsible citizen	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners talk about who a responsible citizen is, e.g. obeying parents and school rules, respecting people, taking care of school property, keeping the environment tidy, being polite, keeping the environment tidy, loving your country etc	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners mention the characteristics of a responsible citizen	
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Week Ending			
Class		one	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B1 1.4.6.1 B1 2.4.6.1	
Performance Indicator		Learners can agree on guidelines for viewing and expressing feelings and thoughts about own and others’ displayed visual artworks Learners can agree on guidelines for viewing and expressing feelings and t and others’ displayed performing artworks	
Strand		VISUAL ARTS PERFORMING ARTS	
Sub strand		Appreciation and Appraisal	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ agree to the guidelines to view, examine and come out with meaning from visual artworks; ☐ express own feelings and ideas about own and others’ displayed artworks Assessment: let learners agree on guidelines for viewing and expressing feelings and thoughts about own and others’ displayed visual artworks	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ agree on guidelines for use to view, examine and come out with meaning from music, dance and	What have we learnt today?

		<p>drama to express own feelings and ideas of own and others' performed artworks</p> <p>Assessment: let learners agree on guidelines for viewing and expressing feelings and thoughts about own and others' displayed performing artworks</p>	<p>Ask learners to summarize the main points in the lesson</p>
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Learning Indicator (s) (Ref. No.)		B1.3.3.1.2 Combine strokes to form shapes of the lower-case letters.	
Performance Indicators		<ul style="list-style-type: none">The learner should combine strokes to form shapes of the lower-case letters.	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">Draw strokes on papers and give them to learners.Ask learners to combine the strokes on the papers.Let learners show their work to the class and discuss it with them.Draw the strokes on the board and call learners to combine them to form shapes of the lower-case letters. <p>Assessment: let learners combine strokes to form shapes of the lower-case letters</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">Draw strokes on papers and give them to learners.Ask learners to combine the strokes on the papers.Let learners show their work to the class and discuss it with them.Draw the strokes on the board and call learners to combine them to form	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<p>shapes of the lower-case letters.</p> <p>Assessment: let learners combine strokes to form shapes of the lower-case letters</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Draw strokes on papers and give them to learners. • Ask learners to combine the strokes on the papers. • Let learners show their work to the class and discuss it with them. • Draw the strokes on the board and call learners to combine them to form shapes of the lower-case letters. <p>Assessment: let learners combine strokes to form shapes of the lower-case letters</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>