

# **TERM TWO**

## **BASIC ONE**

### **WEEK ELEVEN**

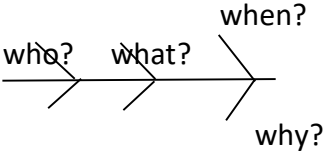
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# WEEKLY SCHEME OF LEARNING- WEEK ELEVEN

## BASIC ONE

Name of School.....

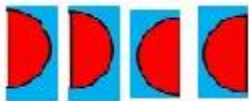
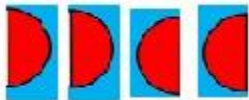
<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B1.1.7.1.4      B1.2.7.1.3      B1.4.5.1.3. B1.5.7.1.1      B1.6.1.1.1.	
<b>Performance Indicator</b>		Learners can listen to and produce descriptions of pictures and objects (e.g. vehicles, animals) Learners can retell level-appropriate texts in own words Learners can use basic descriptive words in writing simple sentence Learners can identify and use prepositions in oral and written language to indicate position Learners can read a variety of age – appropriate books and texts from print	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE  Show pictures of common objects and animals to learners. • Have learners think-pair-share what they see in the picture. Have them describe, in groups/pairs, the pictures to one another in turns.	What have we learnt today?  Ask learners to summarize the main points in the lesson

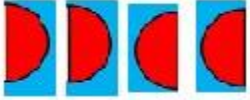
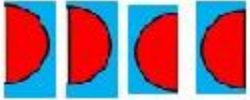
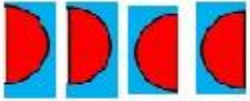
		<p>Assessment: let learners produce descriptions of pictures and objects (e.g. vehicles, animals)</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>Use the Simple Herring Bone strategy to guide learners to retell the story in their own words</p>  <p>Assessment: let learners retell level-appropriate texts in own words</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><b>C. WRITING</b></p> <ul style="list-style-type: none"> <li>• Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc.</li> <li>• Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects.</li> <li>• Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. My classroom is big. The board is long and white. The doors and windows are big. Encourage learners to write two simple</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>sentences each (Exceptional learners should write four simple sentences).</p> <p>Assessment: let learners use basic descriptive words in writing simple sentence</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>• State the position of various classroom objects using simple prepositions.</li> <li>• Give sample sentences (on sentence cards) to learners. e.g. Mary is in the room. Aba is sitting on the chair.</li> <li>• Let learners identify the words in, on, etc. as words that show position.</li> <li>• Pair up learners and have them use the prepositions identified in simple and meaningful sentences.</li> <li>• Let each learner write two sentences describing the position of objects in the classroom.</li> </ul> <p>Assessment: let learners identify and use prepositions in oral and written language to indicate position</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>	What have we learnt today?

		<p>Have a variety of age appropriate books for learners to make a choice from.</p> <ul style="list-style-type: none"> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li> <li>• Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul> <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>		one	
<b>Subject</b>		MATHEMATICS	
<b>Reference</b>		Mathematics curriculum Page	
<b>Learning Indicator(s)</b>		B1.1.3.1.2	
<b>Performance Indicator</b>		Learners can count in halves using concrete and pictorial representations of halves	
<b>Strand</b>		NUMBER	
<b>Sub strand</b>		Fractions	
<b>Teaching/ Learning Resources</b>		Counters	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I’m counting one, what is one 1 - One is one alone, alone it shall be.	Show learners several pictorial representations of halves and have them count (using the language one-half, two-halves, three-halves, etc.) 	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	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	Show learners several pictorial representations of halves and have them count (using the language one-half, two-halves, three-halves, etc.) 	Review the lesson with Learners  Assessment: have learners to practice with more examples
Wednesday	Sing songs like:  I’m counting one, what is one 1 - One is one alone, alone it shall be.	Show learners several pictorial representations of halves and have them count (using the language one-half, two-halves, three-halves, etc.)	Review the lesson with Learners

	2 - Two pair, two pair come pair let us pair		Assessment: have learners to practice with more examples
Thursday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Show learners several pictorial representations of halves and have them count (using the language one-half, two-halves, three-halves, etc.)  	Review the lesson with Learners  Assessment: have learners to practice with more examples
Friday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	Show learners several pictorial representations of halves and have them count (using the language one-half, two-halves, three-halves, etc.)  	Review the lesson with Learners  Assessment: have learners to practice with more examples

Week Ending			
Class		one	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B1.4.2.2.1	
Performance Indicator		Learners can know examples of common electronic devices and their uses	
Strand		FORCES AND ENERGY	
Sub strand		ELECTRICITY AND ELECTRONICS	
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	<ul style="list-style-type: none"><li>• Display real or pictures of electronic devices such as mobile phones, wrist watches, cameras and torches.</li><li>• Let learners identify the devices displayed.</li><li>• Engage learners in an activity to match the devices with their uses.</li></ul> <p>Assessment: let learners mention examples of common electronic devices and their uses</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	Assist learners to model any one electronic device of their choice using appropriate materials (Blu tack, clay or cardboard).	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>



		Assessment: let learners model any one electronic device	
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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 describe religious festivals in Ghana	
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	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 describe religious festivals in Ghana.	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		HISTORY	
<b>Reference</b>		History curriculum Page	
<b>Learning Indicator(s)</b>		B1.2.5.1.1	
<b>Performance Indicator</b>		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.	
<b>Strand</b>		My Country Ghana	
<b>Sub strand</b>		Some Selected Individuals	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to study about these individuals using the internet  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	Guide learners to study about these individuals using the internet  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

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Week Ending			
Class		One	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B1.2.5.2.2	
Performance Indicator		Learners can identify different opportunities to use striking skills.	
Strand		MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	
Sub strand		STRATEGIES	
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	Lead learners to identify different opportunities to use striking skills as in hockey, cricket, badminton, table tennis and tennis during activities	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		OUR WORLD OUR PEOPLE	
<b>Reference</b>		Our World Our People curriculum Page	
<b>Learning Indicator(s)</b>		B1.4.2.1.2.	
<b>Performance Indicator</b>		Learners can identify people who have power and authority and respect them, as a responsible citizen	
<b>Strand</b>		OUR NATION GHANA	
<b>Sub strand</b>		Authority and Power	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners identify the national symbols and appreciate them: i. National Flag ii. National Anthem iii. National Pledge iv. Coat of Arms, etc.  Assessment: let learners identify people who have power and authority and respect them, as 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 identify the national symbols and appreciate them: National Flag ii. National Anthem iii. National Pledge iv. Coat of Arms, etc.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners identify people who have power and authority and respect them, as a responsible citizen	
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<b>Week Ending</b>			
<b>Class</b>		one	
<b>Subject</b>		CREATIVE ARTS	
<b>Reference</b>		Creative Arts curriculum	
<b>Learning Indicator(s)</b>		B1 2.3.4.1	
<b>Performance Indicator</b>		Learners can plan a display of own artworks to share own creative experiences based on performing artworks that reflect the history and culture or way of life of the people	
<b>Strand</b>		PERFORMING ARTS	
<b>Sub strand</b>		Displaying and Sharing	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to:  ☐ watch a short video or live performances that reflect the history and culture of the people in Ghana  ☐ discuss the need for displaying portfolio of own performing artworks  Assessment: let learners display own artworks to share own creative experiences	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 plan a display of portfolio of own music, dance and drama compositions to share, educate and inform the public on the history	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>and culture of people in the local community</p> <p>Assessment: let learners display of own artworks to share own creative experiences</p>	
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<b>Learning Indicator (s) (Ref. No.)</b>		B1.5.4.1.3 Use comparative words/adjectives in sentences B1.5.5.1.1 Use postposition such as in, on, into in context.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"><li>• The learner should use comparative words/adjectives in sentences</li><li>• The learner should use postposition such as in, on, into in context.</li></ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAI LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> 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"><li>• Write the adjectives on a flashcard and show it to learners.</li><li>• Lead them to read the words aloud.</li><li>• Form simple sentences with the adjectives.</li><li>• Ask learners to also use the adjectives to form short sentences</li></ul> Assessment: let learners use comparative words/adjectives in sentences	What have we learnt today?   

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		<ul style="list-style-type: none"> <li>• Write the postpositions mentioned during the discussion on the board.</li> <li>• Write the postpositions on a flashcard/board.</li> <li>• Lead learners to read them.</li> <li>• Form simple sentences with the postpositions.</li> <li>• Let learners form their own sentences with the postpositions</li> </ul> <p>Assessment: let learners use postposition such as in, on, into in context.</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Place some objects at locations in the class and discuss with the learners these locations.</li> <li>• Write the postpositions mentioned during the discussion on the board.</li> <li>• Write the postpositions on a flashcard/board.</li> <li>• Lead learners to read them.</li> <li>• Form simple sentences with the postpositions.</li> <li>• Let learners form their own sentences with the postpositions</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		Assessment: let learners use postposition such as in, on, into in context.	
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