**TERM TWO**

**BASIC ONE WEEK TWO**

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WEEKLY SCHEME OF LEARNING- WEEK TWO BASIC ONE

Name of School………………………………………………………………………….……………………….……………………

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| **Week Ending** | |  |  |  |  |
| **Class** | | 0ne | | | |
| **Subject** | | ENGLISH LANGUAGE | | | |
| **Reference** | | English Language curriculum Page | | | |
| **Learning Indicator(s)** | | B1.1.6.1.3 | B1.2.2.1.6 | | B1.4.3.1.3 |
| B1.5.4.1.2 | B1.6.1.1.1. |  |  |
| **Performance Indicator** | | Learners can talk about their school and places in the  school  Learners can use alphabetic knowledge to decode known words  Learners can write words using both capital and small letters Learners can use the present tense of verbs to express the present state of things or situations Learners can read a variety of age – appropriate books and texts from print | | | |
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| **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.** | | | | | |
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| **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  Use the Community Circle  Time Strategy.  • Show pictures of their school and places in the school (the library, the computer lab, the headmaster’s office, the playing field etc.)  • Have learners think-pair- share ideas/views about | | What have we learnt  today?  Ask learners to summarize the main points in the lesson | |
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alphabet song.

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|  |  | the pictures in pairs and  then with the large group.  • Have learners talk about the activities that go on in these places and their importance to the individual. |  |
|  |  | Assessment: let learners talk about the activities that go on in their school and places in the school |  |
| Tuesday | Engage learners to sing  songs and recite familiar rhymes | B.READING | What have we learnt |
| • Let learners sing an | today? |
| • Put them into groups and write sentences containing some new words for learners to decode by segmentation. e.g. This is a mango. This is my sister.  • Have learners read similar words from the word charts | Ask learners to summarize the main points in the lesson |
| Assessment: let learners read words from the word charts |  |
| Wednesday | Engage learners to sing  songs and recite familiar rhymes | C. WRITING | What have we learnt  today? |
| • Write words in upper  and lower cases.  • Model pronunciation of target words for learners to repeat.  • Let learners copy the words from the board. Encourage learners to space out letters appropriately in the words. | Ask learners to summarize the main points in the lesson |

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talk, introduce the

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|  |  | Let group leaders help  other learners (who are not able to write some letters correctly). |  |
|  |  | Assessment: let learners write words using both capital and small |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | D.WRITING | What have we learnt |
| CONVENTIONS AND | today? |
| GRAMMAR USAGE |  |
| • Introduce the activity  and demonstrate it.  • Guide learners with questions to describe the state of given things or situations, e.g. My bag is red | Ask learners to  summarize the main points in the lesson |
| Assessment: let learners use the present tense of verbs to express the present state of things or situations |  |
| Friday | Engage learners to sing  songs and recite familiar rhymes | E.EXTENSIVE READING | What have we learnt |
| Using book tease or book | today? |
| reading/ library time.  • 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 | Ask learners to summarize the main points in the lesson |
| Assessment: Guide |  |
| learners to select books  for readings |  |

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| **Week Ending** | |  |  |
| **Class** | | One | |
| **Subject** | | MATHEMATICS | |
| **Reference** | | Mathematics curriculum Page | |
| **Learning Indicator(s)** | | B1.1.2.2.3 | |
| **Performance Indicator** | | Learners can generate and solve word problem  situations when given a number sentence involving addition and subtraction of numbers within 20 | |
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| **Strand** | | NUMBER | |
| **Sub strand** | | Number Operations (Addition, Subtraction,  Multiplication and Division | |
| **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. | | | |
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| **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: | Write addition and  subtraction problems, learners in their groups discuss and generate word problems to match the number sentences | Review the lesson with  Learners |
| I’m counting one, what  is one | Assessment: have |
| 1 - One is one alone,  alone it shall be. | learners to practice with  more examples |
| Tuesday | Sing songs like: | Write addition and  subtraction problems, learners in their groups discuss and generate word problems to match the number sentences | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be. | learners to practice with  more examples |
| Wednesday | Sing songs like: | Write addition and  subtraction problems, learners in their groups discuss and generate word problems to match the number sentences | Review the lesson with  Learners |
| I’m counting one, what  is one |

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|  | 1 - One is one alone,  alone it shall be. |  | Assessment: have |
|  |  | learners to practice with  more examples |
| Thursday | Sing songs like: | Write addition and  subtraction problems, learners in their groups discuss and generate word problems to match the number sentences | Review the lesson with  Learners |
| I’m counting one, what  is one | Assessment: have |
| 1 - One is one alone,  alone it shall be. | learners to practice with  more examples |
| Friday | Sing songs like: | Write addition and  subtraction problems, learners in their groups discuss and generate word problems to match the number sentences | Review the lesson with  Learners |
| I’m counting one, what  is one  1 - One is one alone, | Assessment: have |
| alone it shall be.  2 - Two pair, two pair | learners to practice with  more examples |

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| **Week Ending** | |  | |
| **Class** | | One | |
| **Subject** | | SCIENCE | |
| **Reference** | | Science curriculum Page | |
| **Learning Indicator(s)** | | B1.2.1.4.1 | |
| **Performance Indicator** | | Learners can identify sources and uses of water in the  home and at school | |
| **Strand** | | CYCLES | |
| **Sub strand** | | EARTH SCIENCE | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| Monday | Engage learners to sing  songs and recite familiar rhymes | Ask learners where they  get water (sources of water) at the home, community and school.  • In a participatory manner, learners come out with sources of water in the home and at school  • Show or draw pictures depicting different sources of water such as bore- holes, rivers, wells and the sea.  • Discuss the various uses of water at their homes, school and community.  • Learners demonstrate several uses of water, e.g. washing of face and hands, drinking and preparing beverages, | What have we learnt  today?  Ask learners to  summarize the important points of the lesson |

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water in an outdoor

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|  |  | rinsing of utensils,  watering of flowers. |  |
|  |  | Assessment: let learners identify sources and uses of water in the home and at school |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | • Use local materials to  create different sources of | What have we learnt  today? |
| activity. E.g. artificial wells, rivers, rainfall and tap. | Ask learners to  summarize the important points of the lesson |
| Assessment: let learners Identify sources of water in the home and at school |  |

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| **Week Ending** | |  | |
| **Class** | | One | |
| **Subject** | | RELIGIOUS AND MORAL EDUCATION | |
| **Reference** | | RME curriculum Page | |
| **Learning Indicator(s)** | | B1 2.1.1.1: | |
| **Performance Indicator** | | Learners can name the three main types of worship in  Ghana | |
| **Strand** | | Religious Practices and their Moral Implications | |
| **Sub strand** | | Religious Worship 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.** | | | |
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| Friday | Engage learners to sing  songs and recite familiar rhymes | Show pictures, video clips  of people worshipping among the three main religions in Ghana. - Christian worship, - Islamic worship and - Traditional worship  Assessment: let learners name the three main types of worship in Ghana | What have we learnt  today?  Ask learners to summarize the main points in the lesson |

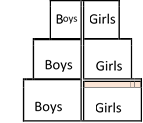
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| **Week Ending** | |  |  |
| **Class** | | One | |
| **Subject** | | HISTORY | |
| **Reference** | | History curriculum Page | |
| **Learning Indicator(s)** | | B1.2.3.1.1 | |
| **Performance Indicator** | | Learners can use the internet to locate ancient Ghana  empire and the Akan forest regions of Ghana | |
| **Strand** | | My Country Ghana | |
| **Sub strand** | | How Ghana Got Its Name | |
| **Teaching/ Learning Resources** | | Pictures | |
| **Core Competencies: Creativity and Innovation Communication and Collaboration Personal**  **Development and Leadership Critical Thinking and Problem Solving.** | | | |
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| Tuesday | Engage learners to sing  songs and recite familiar rhymes | Use the internet to locate  ancient Ghana empire and the Akan forest regions of | What have we learnt  today? |
| Ghana | Ask learners to |
| Assessment: let learners use the internet to locate ancient Ghana empire | summarize the main  points in the lesson |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Use the internet to locate  ancient Ghana empire and the Akan forest regions of | What have we learnt  today? |
| Ghana | Ask learners to |
| Assessment: let learners use the internet to locate the Akan forest regions of Ghana | 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)** | | B1.1.2.1.10 | |
| **Performance Indicator** | | Learners can Dribble a ball in a forward direction, using  the inside of the foot | |
| **Strand** | | Motor Skills And Movement Patterns | |
| **Sub strand** | | Locomotor, Manipulative And Rhythmic Skills | |
| **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 | Arrange cones in a straight  line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones by making slow and continuous push in a serpentine movement. Emphasis of forward direction. Guide learners  to practices the skill as individuals and in a group while you supervise and give feedback.  Organise a mini football game for learners to apply the skill in real life for fun, enjoyment and skill mastery. Let learners cool down to end the lesson. | 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)** | | B1.2.4.1.1. | |
| **Performance Indicator** | | Learners can describe the population structure of their  class and the need to respect one another | |
| **Strand** | | ALL AROUND US | |
| **Sub strand** | | Population and Settlement | |
| **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 in groups  describe the structure of population in their class by | What have we learnt  today? |
| sex and age. Learners | Ask learners to |
| group the population in  their class by age and by sex in their class. | summarize the main points in the lesson |
| NB: Teacher to represent each age by sex on the chalk/white board with a rectangular block, starting with the youngest age at three bottom and building on with older boys and girls. Size of box will be determined in each case by number of learners in each age group. |  |
| Example of the Age  Structure. |  |



another regardless of age

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|  |  | 8 years |  |
|  |  | 6 years |  |
|  |  | Assessment: let learners describe the population structure of their class |  |
| Thursday | Engage learners to sing  songs and recite familiar rhymes | Learners talk about the  need to respect one | What have we learnt  today? |
| and sex as responsible citizens. | Ask learners to summarize the main points in the lesson |
| Assessment: let learners Explain why we need to respect one another |  |

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| **Week Ending** | |  |  |
| **Class** | | One | |
| **Subject** | | CREATIVE ARTS | |
| **Reference** | | Creative Arts curriculum | |
| **Learning Indicator(s)** | | B1 2.1.1.2 | |
| **Performance Indicator** | | Learners can think about and describe the different  performing artworks that are produced or performed in the local community | |
| **Strand** | | PERFORMING ARTS | |
| **Sub strand** | | Thinking and Exploring Ideas | |
| **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: | What have we learnt  today? |
| artworks (music, dance,  drama, poetry) they know of or have seen produced or performed in the local community | Ask learners to summarize the main points in the lesson |
| pictures or watch videos that show different music, dance and drama performances and identify them by name or talk about how these performing artworks are produced or used for in  the community |  |
| Assessment: let learners describe the different performing artworks that are produced in the local community |  |

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| Wednesday | Engage learners to sing  songs and recite familiar rhymes | Learners are to  share and act familiar music, dance and drama in the local community;    about different kinds of performing artworks  Assessment: let learners describe the different performing artworks that are performed in the local community | What have we learnt  today?  Ask learners to summarize the main points in the lesson |

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WEEKLY LESSON PLAN FOR B1 GHANAIAN LANGUAGE

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| **Learning Indicator (s) (Ref. No.)** | | B1.1.7.1.2 Describe their family.  B1.1.7.1.3 Describe their classmates | |
| **Performance Indicators** | | • The learner should describe their  family.  • The learner should describe their classmates | |
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| 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 | • Call learners out one by  one to stand in front of the class to talk about their mothers, fathers and siblings.  • Write a few of the said  sentences on the board | What have we learnt  today? |
|  | for learners to copy into their books after reading them aloud. E.g. their names, where they live, and where they come from. | Review the lesson with learners |
|  | Assessment: let learners describe their family |  |

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|  | Engage leaners to sing  songs and recite familiar rhymes | • Describe a friend or  colleague to learners.  • Ask learners to tell you  what they heard.  • Call learners out one by one to stand in front of the class to talk about  their classmates. E.g. their names, where they live, and where they come from. | What have we learnt  today? |
|  | Assessment: let learners should describe their classmates | Review the lesson with learners |
|  | Engage leaners to sing  songs and recite familiar rhymes | • Describe a friend or  colleague to learners.  • Ask learners to tell you  what they heard.  • Call learners out one by one to stand in front of the class to talk about  their classmates. E.g. their names, where they live, and where they come from. | What have we learnt  today? |
|  | Assessment: let learners should describe their friends | Review the lesson with learners |