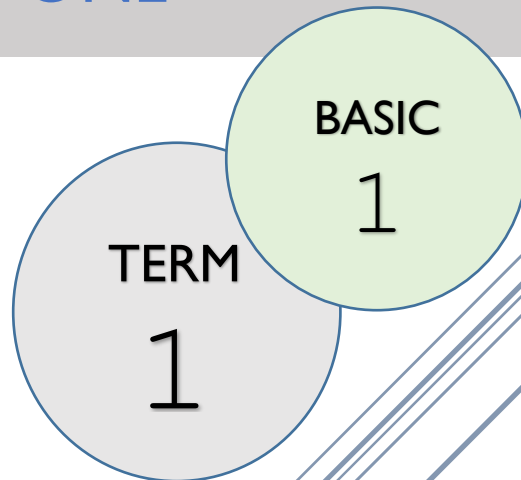


LESSON PLANS FOR PRIMARY SCHOOLS

BASIC ONE



- Weekly forecast
- Detailed lesson plans



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Kumasi

FIRST TERM LESSON NOTES – BASIC I

SCHEME OF LEARNING – TERM I

ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	ORAL LANGUAGE: LISTENING AND SPEAKING	Songs	BI.1.1.1	BI.1.1.1.1.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
		Rhymes	BI.1.2.1	BI.1.2.1.1	
2	ORAL LANGUAGE: LISTENING AND SPEAKING	Story Telling	BI.1.3.1	BI.1.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
		Dramatization and Role-Play	BI.1.5.1	BI.1.5.1.1	
3	READING	Pre-Reading Activities	BI.2.1.1	BI.2.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
4	READING	Phonics	BI.2.2.1	BI.2.2.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
5	WRITING	Pre-Writing	BI.4.1.1	BI.4.1.1.1.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
6	WRITING	Penmanship/Handwriting	BI.4.2.1	BI.4.2.1.1.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library



7	WRITING	Writing Letters – Small and Capital	B1.4.3.1	B1.4.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
8	Using Writing Conventions & Grammar Usage	Using Capitalization	B1.5.1.1	B1.5.1.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
9	Using Writing Conventions & Grammar Usage	Using Action Words	B1.5.4.1	B1.5.4.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
10	Using Writing Conventions & Grammar Usage	Using Qualifying Words – Adjectives	B1.5.5.1	B1.5.5.1.1.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
11	Using Writing Conventions & Grammar Usage	Using Qualifying Words – Adjectives	B1.5.5.1	B1.5.5.1.1.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
12	Extensive Reading	Building the love and culture of reading	B1.6.1.1	B1.6.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library



MATHEMATICS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Number	Counting Representation And Cardinality (0 to 100)	BI.1.1.1	BI.1.1.1.1 Finding how many using (number names, counting sequence, how to count)	Counters, bundle and loose straws base ten cut square
2	Number	Counting Representation And Cardinality (0 to 100)	BI.1.1.1	BI.1.1.1.1 Number in different positions around a given number (0-100)	
3	Number	Counting Representation And Cardinality (0 to 100)	BI.1.1.1.	BI.1.1.1.2 Using number names and non-standard units for measuring (length & volumes) to count and find out how many and much up to 100	Counters , patterns made from Manila cards, Bundle of sticks
4	Number	Counting Representation And Cardinality (0 to 100)	BI.1.2.1.	BI.1.2.1.1 Using comparative language to describe the relation between numbers up to 100	
5	Number	Counting Representation And Cardinality (0 to 100)	BI.1.2.1.	BI.1.2.1.1 Using place value and number line Comparison of 2 numbers up to 100 using the symbols $>$, $<$, $=$	Counters, bundle and loose straws base ten cut square
6	Number	Counting Representation And Cardinality (0 to 100)	BI.1.2.2.	BI.1.2.2.1 Relationship between quantities/numbers up to 100	
7	Number	Money	BI.1.2.2.	BI.1.2.2.2 Recognising Ghanaian coins by name, including 1p, 5ps, 10ps, 20ps, 50ps and GHI by value and	Ghana's currency (notes and coins)



				describing the relationship among them	
8	Algebra	Patterns and Relationships	BI.1.3.1.	BI.1.3.1.1 Repeating patterns with 2 to 4 repeating element	Blackboard illustrations and learners demonstration
9	Geometry & Measurement	2D And 3D Shapes (Attributes of 2D and 3D objects)	BI.1.3.1.	BI.1.3.1.1 Attributes that define a 2D figure and a 3D figure & attribute that do not define them	Paper strips, cut out cards
10	Geometry & Measurement	2D And 3D Shapes (Set of 3D shapes)	BI.1.3.1.	BI.1.3.1.2 2D shapes including circles, triangles, rectangles, squares, rhombus, hexagons and describe their attributes using formal geometric languages	Paper strips, cut out cards
11	Geometry & Measurement	2D And 3D Shapes (Set of 2D shapes)	BI.1.3.1.	BI.3.1.1.3 3D shapes including spheres, cylinders, rectangular and triangular prisms, cubes and describe their attributes using formal geometric language	Paper strips, cut out cards
12	Data	Data collection, organisation, interpretation, presentation & analysis	BI.1.4.1.	BI.1.4.1.1 Organise and represent (using pictures/objects) data with up to three categories Using Tally	Class registers, school based assessment

SCIENCE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Diversity of matter	Living & Non Living Things	BI.1.1.1	BI.1.1.1.1 Kinds of things in the environment	Pictures of Plants and animals in the environment, plastics videos paper, metal woods pencil
2	Diversity of matter	Living & Non Living Things	BI.1.1.1	BI.1.1.2.1 Names of animals and plants in their locality	
3	Diversity of matter	Living & Non Living Things	BI.1.1.1	BI.1.1.2.2 The basic needs of living things	Pictures of Plants and animals in the environment , plastics videos paper, metal woods pencil
4	Diversity of matter	Living & Non Living Things	BI.1.1.1	BI.1.1.2.3 Differences between living things and non-living things	
5	Diversity of matter	Materials	BI.1.2.1	BI.1.2.1.1 Names of everyday materials in the environment Grouping materials by their appearance	Metals, woods plastics soil stones paper pencil crayons balloons water sand salt sugar
6	Diversity of matter	Materials	BI.1.2.1	BI.1.2.1.2 Classifying materials as solid, liquid and gas Basic concept of mixture	
7	Cycles	Earth Science	BI.2.1.1	BI.2.1.1.1 Repetitive occurrence of certain natural phenomena	Torch candle matchstick lantern paper pencil pictures of



				(e.g. day and night)	well river stream water
8	Cycles	Earth Science	BI.2.1.1	BI.2.1.2.1 The sun as the main source of light to the Earth Disappearance of mist and pools of water after it rains	
9	Cycles	Earth Science	BI.2.1.1	BI.2.1.3.1-2 Sources and uses of water	
10	Cycles	Earth Science	BI.2.1.1	BI.2.1.4.2 The existence of air in the environment	
11	Cycles	Life Cycles	BI.2.1.1	BI.2.1.3.1-2 Basic structure of plants Kinds of plants	Plants, seeds, hand lens, paper, pencils, crayons, fruits
12	Cycles	The Human Body Systems	BI.2.1.1	BI.2.1.4.2 Identify external human body parts by their appropriate names	Learners, pictures, videos, paper, pencils, crayons



RELIGIOUS & MORAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	God his creation and attributes	God the Creator	BI.1.1.1	BI.1.1.1 Who is the creator?	Wall charts, wall words, posters, video clip, etc.
2	God his creation and attributes	God the Creator	BI.1.1.1	BI.1.1.1 Who is the creator?	
3	God his creation and attributes	God the Creator	BI.1.1.1	BI.1.1.2 God's creation	Wall charts, wall words, posters, video clip, etc.
4	God his creation and attributes	God the Creator	BI.1.1.1	BI.1.1.2 God's creation	
5	God his creation and attributes	God the Creator	BI.1.1.1	BI.1.1.1-2 Names of things created by God	Wall charts, wall words, posters, video clip, etc.
6	God his creation and attributes	God the Creator	BI.1.1.1	BI.1.1.1-2 Attributes of God	
7	Religious Practices	Religious Worship	BI.2.1.1	BI.2.1.1.1 The three types of worship	Wall charts, wall words, posters, video clip, etc.
8	Religious Practices	Religious Worship	BI.2.1.1	BI.2.1.1.1 The three types of worship	
9	Religious Practices	Religious Worship	BI.2.1.1	BI.2.1.1.2 Religious passages and sing religious songs Eg. The Lord's prayer, Psalm 23, Al - Fatihah, myths, riddles, proverbs, etc	Wall charts, wall words, posters, video clip, etc.
10	Religious Practices	Religious Worship	BI.2.1.1	BI.2.1.1.2 Religious passages and sing religious	



				songs Eg. The Lord's prayer, Psalm 23, Al - Fatihah, myths, riddles, proverbs, etc.	
11	Religious Practices	Religious Worship	B1.2.1.1	B1.2.1.1.1-2 Religious passages and sing religious songs Eg. The Lord's prayer, Psalm 23, Al - Fatihah, myths, riddles, proverbs, etc	Wall charts, wall words, posters, video clip, etc.
12	Religious Practices	Religious Worship	B1.2.1.1	B1.2.1.1.1-2 Religious passages and sing religious songs Eg. The Lord's prayer, Psalm 23, Al - Fatihah, myths, riddles, proverbs, etc	



HISTORY

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	History as a Subject	Why & How We Study History	BI.1.1.1	BI.1.1.1.1 What history is about	Pictures, Charts, Video Clips
2	History as a Subject	Why & How We Study History	BI.1.1.1	BI.1.1.1.1 What history is about	
3	History as a Subject	Why & How We Study History	BI.1.1.1	BI.1.1.1.1 What history is about	
4	History as a Subject	Why & How We Study History	BI.1.1.1	BI.1.1.1.1 Sources of Historical evidence	Pictures, Charts, Video Clips
5	History as a Subject	Why & How We Study History	BI.1.1.1	BI.1.1.1.1 Sources of Historical evidence	
6	History as a Subject	Why & How We Study History	BI.1.1.1	BI.1.1.1.1 How sources of Historical evidence helps us find out about past human activities	
7	History as a Subject	Why & How We Study History	BI.1.1.1	BI.1.1.1.1 How sources of Historical evidence helps us find out about past human activities	Pictures, Charts, Video Clips
8	History as a Subject	Community History	BI.1.4.1	BI.1.4.1.1 Recount History about pupils communities	Pictures, Charts, Video Clips
9	History as a Subject	Community History	BI.1.4.1	BI.1.4.1.1	



				Recount History about pupils communities	
10	History as a Subject	Community History	B1.1.4.1	B1.1.4.1.1 Recount History about pupils communities	
11	History as a Subject	Community History	B1.1.4.1	B1.1.4.1.1 Similarities and differences between the communities where they live	Pictures, Charts, Video Clips
12	History as a Subject	Community History	B1.1.4.1	B1.1.4.1.1 Similarities and differences between the communities where they live	



CREATIVE ARTS

WEEKS	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual Arts	Thinking and Exploring Ideas (Visual Arts)	How to generate own ideas for artistic expressions on the people based on their history & culture, environment & local/national/global.	BI.1.1.1 BI.1.1.2	Photos, videos, art paper, colors, traditional art tools, and other materials in community
2	Visual Arts	Thinking and Exploring Ideas (Visual Arts)	How to generate own ideas for artistic expressions on the people based on their history & culture, environment & local/national/global.	BI.1.1.3 BI.1.1.4	Photos, videos, art paper, colors, traditional art tools, and other materials in community
3	Performing Arts	Thinking and Exploring Ideas (Performing Arts)	How to generate own ideas for artistic expressions on the people based on their history & culture, environment & local/national/global.	BI.2.1.1 BI.2.1.2	Photos, costumes, drums, videos, locally available materials
4	Performing Arts	Thinking and Exploring Ideas (Performing Arts)	How to generate own ideas for artistic expressions on the people based on their history & culture, environment & local/national/global.	BI.2.1.3 BI.2.1.4	Photos, costumes, drums, videos, locally available materials
5	Visual Arts	Planning, Making and Composing (Visual Arts)	How to organise own ideas through experimenting with available media for creating artworks based on their history & culture, etc.	BI.1.2.1 BI.1.2.2	Art paper, paints, crayons, clay, collage materials, etc.
6	Visual Arts	Planning, Making and Composing (Visual Arts)	How to organise own ideas through experimenting with available media for creating artworks based on their history & culture, etc.	BI.1.2.3 BI.1.2.4	Art paper, paints, crayons, clay, collage materials, etc.
7	Performing Arts	Planning, Making and Composing (Performing Arts)	How to organise own ideas through experimenting with available media for creating performances based on history, culture, etc.	BI.2.2.1 BI.2.2.2	Drums, flutes, costumes, body movement props



8	Performing Arts	Planning, Making and Composing (Performing Arts)	How to organise own ideas through experimenting with available media for creating performances based on history, culture, etc.	BI.2.2.3 BI.2.2.4	Drums, flutes, costumes, body movement props
9	Visual Arts	Planning, Making and Composing (Visual Arts)	How to create expressive artworks based on own ideas using media & production methods to reflect African cultures, etc.	BI.1.2.3.1 BI.1.2.3.2	Paint, clay, cardboard, scissors, natural colors, recycled materials
10	Visual Arts	Planning, Making and Composing (Visual Arts)	How to create expressive artworks based on own ideas using media & production methods to reflect African cultures, etc.	BI.1.2.3.3	Paint, clay, cardboard, scissors, natural colors, recycled materials
11	Performing Arts	Planning, Making and Composing (Performing Arts)	How to create expressive works based on own ideas using media & production methods to reflect culture, arts, etc.	BI.2.2.3.1 BI.2.2.3.2	Musical instruments, costumes, props
12	Performing Arts	Planning, Making and Composing (Performing Arts)	How to create expressive works based on own ideas using media & production methods to reflect culture, arts, etc.	BI.2.2.3.3	Musical instruments, costumes, props



GHANAIAN LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Songs	B1.1.1.1	B1.1.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
2	Oral Language	Rhymes	B1.1.2.1	B1.1.2.1.1	
3	Oral Language	Story telling	B1.1.4.1	B1.1.4.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
4	Reading	pre reading activities	B1.2.1.1	B1.2.1.1.1	
5	Reading	Print concept	B1.2.2.1	B1.2.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
6	Reading	Phonological and phonemic awareness	B1.2.3.1	B1.2.3.1.1	
7	Writing	Penmanship/Handwriting	B1.3.1.1	B1.3.1.1.1	
8	Writing Convention & Grammar Usage	Labelling items in the environment/classroom	B1.3.3.2	B1.3.3.2.1	Word cards, sentence cards, letter cards, handwriting on a manila card
9	Writing Convention & Grammar Usage	Integrating Grammar in written language (capitalization)	B1.5.3.1	B1.5.3.1.1	
10	Extensive Reading	Building the love and culture of reading in learners	B1.6.1.1	B1.6.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card, a library
11	Extensive Reading	Reading Aloud	B1.6.2.1	B1.6.2.1.1	
12	Extensive Reading	Reading aloud	B1.6.2.1	B1.6.2.1.1	



FIRST TERM LESSON PLAN
BASIC ONE (ENGLISH LANGUAGE)
WEEK I

Name of School:

Name of Teacher:

Week Ending:	DAY:	Subject: English Language	
Duration: 60MINS		Strand: Oral Language	
Class: BI	Class Size:	Sub Strand: Songs	
Content Standard: BI.1.1.1: Demonstrate understanding of a variety of songs		Indicator: BI.1.1.1.1. Listen to and sing familiar songs with appropriate expressions	Lesson: 1 of 1
Performance Indicator: Learners can listen to and sing familiar songs with appropriate expressions		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum For Primary Schools Pg. 6			
New words: Expression, Rhythm, Mood, Lyrics			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Play a snippet of a familiar children's song (e.g., "If You're Happy and You Know It"). Ask students, "How does this song make you feel?" "What kind of expressions should we wear when singing this song?"		
PHASE 2: NEW LEARNING	Have learners identify some familiar songs. (e.g., a happy song, a sad song, an excited song). Let learners sing familiar songs and clap, tap and or dance to the rhythm.		Word cards, sentence cards, letter cards, handwriting on a manila card



	<p>Discuss the lyrics of each song briefly.</p> <p>Ask;</p> <p>"Why do you think the singer is happy in this song?"</p> <p>"What words tell us the song is sad?"</p> <p>Demonstrate how to sing the song with appropriate expressions.</p> <p>Allow students to practice singing along, encouraging them to showcase the emotion through facial expressions and body language.</p> <p>Drill and teach learners a new song if any. Let the students sing in pairs or small groups, observing each other for feedback.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. When we sing a happy song, our face should look _____. 2. The words of a song that tell a story are called _____. 3. When a song is slow and makes us feel a little sad, the mood of the song is _____. 4. Clapping or tapping our feet to the song is following the _____. 	
<p>PHASE 3: REFLECTION</p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? 	



Week Ending:	DAY:	Subject: English Language
Duration: 60MINS		Strand: Oral Language
Class: B1	Class Size:	Sub Strand: Rhymes
Content Standard: BI.1.2.1: Appreciate a variety of literary pieces	Indicator: BI.1.2.1.1. Listen to and recite rhymes and tongue-twisters with accompanying actions	Lesson: 1 of 1
Performance Indicator: Learners can listen to and recite rhymes and tongue-twisters with accompanying actions		Core Competencies: Communication and Collaboration, Personal
Keywords	Rhymes, accompanying, actions	
References: English Language Curriculum For Primary Schools Pg. 6		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners to sing familiar rhymes. Ask learners; <ul style="list-style-type: none"> • Whether they enjoyed singing the songs? • What words did you hear in the songs? • Are these words food, animals, objects? Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Have learners recite familiar rhymes. Introduce new rhymes by performing them. E.g. Hey diddle, diddle. <i>Hey diddle, diddle, the cat and the fiddle</i> <i>The cow jumped over the moon</i> <i>The little dog laughed to see such fun</i> <i>And the spoon run away with the spoon.</i>	Word cards, sentence cards, letter cards, handwriting on a manila card



	<p>Lead learners to echo-read the rhymes.</p> <p>Let learners recite the lines in groups/pairs and as individuals, as they tap or clap to the rhythm.</p> <ul style="list-style-type: none"> • Did you enjoy singing the songs? • What words did you hear in the songs? • Are these words food, animals, objects? <p>Guide learners to identify rhyming words and teach the accompanying actions.</p> <p><u>Assessment</u></p> <p>In turns, let learners perform the rhymes with actions.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p><u>Homework</u></p> <p>Learners perform the rhymes with actions.</p> <p>Next Lesson: listen to stories and be able to identify characters with their roles</p>	



WEEK 2

Name of School:

Name of Teacher:

Week Ending:	DAY:	Subject: English Language
Duration: 60MINS		Strand: Oral Language
Class: B1	Class Size:	Sub Strand: Story Telling
Content Standard: B1.1.3.1: Respond to stories	Indicator: B1.1.3.1.1 listen to stories and be able to identify characters with their roles	Lesson: 1 of 1
Performance Indicator: Learners can listen to stories and be able to identify characters with their roles		Core Competencies: Communication and Collaboration, Personal
Keywords	Rhymes, accompanying, actions	
References: English Language Curriculum For Primary Schools Pg. 7		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners to sing familiar rhymes. Ask learners; <ul style="list-style-type: none"> • Whether they enjoyed singing the songs? • What words did you hear in the songs? • Are these words food, animals, objects? Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Mount appropriate story pictures. Guide learners to tell the story logically, using the pictures at each stage.	Word cards, sentence cards, letter cards, handwriting



	<p>Pause and show pictures for learners to ask questions or answer questions to predict the next stage.</p> <p><u>Assessment</u></p> <p>Let learners retell the story in a chain, using the pictures, if necessary.</p>	on a manila card
<p>PHASE 3: REFLECTION</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p><u>Homework</u></p> <p>Learners perform the rhymes with actions.</p> <p>Next Lesson: dramatize stories heard</p>	



Week Ending:	DAY:	Subject: English Language
Duration: 60MINS		Strand: Oral Language
Class: B1	Class Size:	Sub Strand: Dramatization and Role-Play
Content Standard: B1.1.5.1: Perform stories	Indicator: B1.1.5.1.1 dramatize stories heard	Lesson: 1 of 1
Performance Indicator: Learners can dramatize stories heard		Core Competencies: Communication and Collaboration, Personal
Keywords	Rhymes, accompanying, actions	
References: English Language Curriculum For Primary Schools Pg. 8		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Engage learners to sing familiar rhymes.</p> <ul style="list-style-type: none"> • What is the song talking about? • Mention two things you heard in the song. <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Begin the lesson with the narration of a familiar story.</p> <p>Have learners identify the characters in the story and their roles.</p> <ul style="list-style-type: none"> • What is your favorite character and why do you like him/her? • Can you act like your favorite character? <p>Have learners role-play some specific characters in groups.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>



	<p>Let learners talk about theirs and others' roles.</p> <p><u>Assessment</u></p> <p>Ask learners to narrate and dramatize stories in groups</p>	
<p>PHASE 3: REFLECTION</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Next Lesson: use appropriate greetings for different times of the day</p>	



WEEK 3

Week Ending:	DAY: Tuesday	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B1	Class Size:	Sub Strand: Pre-Reading Activities
Content Standard: BI.2.1.1: Know how a text works for reading and writing		Indicator: BI.2.1.1.1. Handle books appropriately
		Lesson: 1 of 1
Performance Indicator: Learners can handle books appropriately		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum For Primary Schools Pg. 17		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Greet learners and welcome to them to their new class.</p> <p>Engage learners in a community circle time. Lead learners to mention their names in turns and tell the game they like best.</p> <p>Ask learners to bring out some of their old and new books. Let learners tell some difference and similarities between the old and new books.</p>	
PHASE 2: NEW LEARNING	<p>Have learners Think-Pair-Share the reasons for keeping books neat and handling them well.</p> <p>Lead learners to make some rules to guide the handling of books.</p> <p>Demonstrate how to handle books, e.g. holding it, turning a book, opening the pages properly, etc.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>



	<p>Discuss the information on the cover and title pages with learners,</p> <p>e.g. What can you find on the cover?</p> <p>- The title, - Author, - Illustrations and illustrators, etc.</p> <p><u>Assessment</u></p> <p>Learners in groups demonstrate the proper ways of handling books.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? 	



WEEK 4

Week Ending:	DAY:	Subject: English Language	
Duration: 60mins		Strand: Reading	
Class: B1	Class Size:	Sub Strand: Phonics	
Content Standard: B1.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write		Indicator: B1.2.2.1.1 Identify the alphabet in order	Lesson: 1 of 1
Performance Indicator: Learners can Identify the alphabet in order		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum For Primary Schools Pg. 17			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by singing the alphabet songs.</p> <p>Ask learners to tell you the letters they heard in the song.</p> <p>Share performance indicators and introduce the lesson</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
PHASE 2: NEW LEARNING	<p>Introduce the lesson with alphabet songs paying attention to the letters as they sing.</p> <p>Show an alphabet chart and have learners identify the letters of the alphabet (aA- zZ).</p> <p>Use alphabet cards, alphabet trees, picture cards, etc. to play alphabet games.</p> <p>Let learners play matching games with the cards,</p>		



**PHASE 3:
REFLECTION**


Ask learners to do the following by ways of reflecting on the lesson:

1. Tell the class what you learnt during the lesson.
2. Tell the class how you will use the knowledge they acquire during the lesson.
3. Which aspects of the lesson did you not understand?

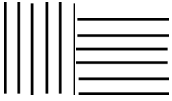
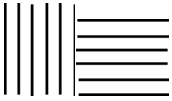
Next Lesson: recognize and produce letter names and sounds randomly



WEEK 5

Week Ending:	DAY:	Subject: English Language	
Duration: 60MINS		Strand: Writing	
Class: B1	Class Size:	Sub Strand: Pre-Writing	
Content Standard: B1. 4.1.1: Write patterns for muscular control and hand-eye coordination		Indicator: B1. 4.1.1.1. Make given patterns, trace and draw various objects	Lesson: 1 of 1
Performance Indicator: Learners can make given patterns, trace and draw various objects		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 28			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Paste chart showing patterns on the board for learners to observe</p> <p>Ask learners to mention objects within and outside the class with the shape of the patterns on the chart</p>		
PHASE 2: NEW LEARNING	<p>Demonstrate vertical, horizontal and oblique strokes/patterns.</p> <p>e.g. </p> <p>Let learners write these strokes/patterns in the air and tables.</p> <p>Whiles going round and encouraging them, have learners write them in their books.</p>	Word cards, paper, letter cards,	



	<p>If need be, learners may first make these strokes by tracing and/or joining dots. Ensure correct sitting posture and correct grip of the writing tool.</p> <p><u>Assessment</u></p> <p>Let learners write these strokes in their books</p> 	
<p>PHASE 3: REFLECTION</p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? <p><u>Homework</u></p> <p>Let learners write these strokes in their books</p> 	



WEEK 6

Week Ending:	DAY:	Subject: English Language
Duration: 60MINS		Strand: Writing
Class: B1	Class Size:	Sub Strand: Penmanship
Content Standard: B1.4.2.1: Copy and write letters of the alphabet correctly	Indicator: B1.4.2.1.1 copy letters of the alphabet clearly	Lesson: 1 of 1
Performance Indicator: Learners can copy letters of the alphabet clearly		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 29		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Engage learners to sing the Alphabet song.</p> <p>Ask leading questions to find out;</p> <p>Which of the letters they could write with ease.</p> <p>Which of the letters they could write with difficulty.</p> <p>Which letters they can make its sound.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Introduce learners to the lines and spaces they will be expected to write in.</p> <p>Demonstrate the letter on the board and in the air several times.</p> <p>Give ample practice. Let learners practice writing in the air, on sheets of paper or in jotters.</p>	Word cards, paper, letter cards,



	Let learners execute the writing task. Give feedback after assessing learners' work.	
PHASE 3: REFLECTION	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Next Lesson: match lower and upper case letters	



WEEK 7

Week Ending:	DAY:	Subject: English Language	
Duration: 60MINS		Strand: Writing	
Class: B1	Class Size:	Sub Strand: Writing Letters	
Content Standard: B1.4.3.1: Use general skills strategies and knowledge of letter sounds to write legibly and boldly		Indicator: B1.4.3.1.1 match lower and upper case letters	Lesson: 1 of 1
Performance Indicator: Learners can match lower and upper case letters		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 30			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Engage learners to sing the Alphabet song.</p> <p>Ask leading questions to find out;</p> <p>Which of the letters they could write with ease.</p> <p>Which of the letters they could write with difficulty.</p> <p>Which letters they can make its sound.</p> <p>Share performance indicators and introduce the lesson.</p>	<p>Word cards, paper, letter cards,</p>	
PHASE 2: NEW LEARNING	<p>Show a chart of letters (small and capital). E.g.A B C D E... a b c d e...</p> <p>Place letter cards (small and capital letters) on teacher's table.</p> <p>Put learners into groups and ask representatives of the groups to take turns to pick and match the letter cards</p>		



	<p>to the letters on the chart. Those who are able to match them correctly win points for their groups and receive stars.</p> <p>Let learners write the letters in their books.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Next Lesson: match lower and upper case letters</p>	



WEEK 8

Week Ending:	DAY:	Subject: English Language	
Duration: 60mins		Strand: Grammar usage	
Class: B1	Class Size:	Sub Strand: Using Capitalization	
Content Standard: B1.5.1.1: Apply knowledge of capitalization in writing		Indicator: B1.5.1.1.1 Write capital letters correctly	Lesson: 1 of 1
Performance Indicator: Learners can write capital letters correctly		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 34			

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Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Engage learners to sing the Alphabet song.</p> <p>Ask leading questions to find out;</p> <p>Which of the letters they could write with ease.</p> <p>Which of the letters they could write with difficulty.</p> <p>Which letters they can make its sound.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Play a game with learners that allows them to write letters in the air as you mention them.</p> <p>Flash letter cards in the air as learners make its sounds. Sing songs that teaches the target sounds for the day.</p> <p>Through pick and write activity, revise writing of capital letters with learners.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>



	<p style="text-align: center;">E F G H</p> <p>Whiles going round and encouraging them, have learners write them in their books.</p> <p>If need be, learners may first write these letters by tracing and/or joining dots. Ensure correct sitting posture and correct grip of the writing tool</p> <p><u>Assessment</u></p> <p style="text-align: center;">E F G H Let learners write these strokes in their books</p>	
<p>PHASE 3: REFLECTION</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Next Lesson: write capital letters correctly</p>	



WEEK 9

Week Ending:	DAY:	Subject: English Language	
Duration: 60mins		Strand: Grammar usage	
Class: B1	Class Size:	Sub Strand: Using Action Words	
Content Standard: B1.5.4.1: Apply knowledge of action words in communication		Indicator: B1.5.4.1.1 use the present tense of verbs to describe habitual actions	Lesson: 1 of 1
Performance Indicator: Learners can use the present tense of verbs to describe habitual actions		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 34			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Introduce the activity and tell learners two things you do daily.</p> <p>Put learners in groups to talk about the things they do every day: e.g. I wash my face every morning.</p> <p>Write the two things you do in two simple sentences and read it out to learners.</p> <p>Have each learner write two of the habitual things they do. You may assist them with spelling.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	



	Invite each of them to present their work to the class for the class to react to the presentations.	
PHASE 3: REFLECTION	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Next Lesson: use the present tense of verbs to express the present state of things or situations	



WEEK 10

Week Ending:	DAY:	Subject: English Language	
Duration: 60mins		Strand: Grammar usage	
Class: B1	Class Size:	Sub Strand: Using Action Words	
Content Standard: B1.5.4.1: Apply knowledge of action words in communication		Indicator: B1.5.4.1.2 use the present tense of verbs to express the present state of things or situations	Lesson: 1 of 1
Performance Indicator: Learners can use the present tense of verbs to describe habitual actions		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 34			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Introduce the activity and demonstrate it.</p> <p>Guide learners with questions to describe the state of given things or situations, e.g. My bag is red.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Next Lesson: use the present tense of verbs to express the present state of things or situations</p>		



WEEK 11

Week Ending:	DAY:	Subject: English Language	
Duration: 60mins		Strand: Grammar usage	
Class: B1	Class Size:	Sub Strand: Using Action Words	
Content Standard: B1.5.4.1: Apply knowledge of action words in communication		Indicator: B1.5.4.1.3 use the present tense continuous form of verbs	Lesson: 1 of 1
Performance Indicator: Learners can use the present tense continuous form of verbs		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 34			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson.		
	Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	<p>Use the present tense continuous form of verbs.</p> <p>Endings are added to verbs to change the tense. The present continuous tense is formed with the subject plus the present participle form (-ing) of the main verb and the present continuous tense of the verb to be: am, is, are.</p> <p>e.g. i. <i>Henry is <u>swimming</u>.</i></p> <p>ii. <i>Chantal is <u>sweeping</u> the classroom.</i></p> <p>iii. <i>Esther is <u>fighting</u>.</i></p> <p>iii. <i>Obeng and Edna are <u>going</u> to school.</i></p>	Word cards, sentence cards, letter cards, handwriting on a manila card	



	Engage learners to use present tense continuous form of verbs to form simple sentences.	
PHASE 3: REFLECTION	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Next Lesson: use the present tense of verbs to express the present state of things or situations	



WEEK 12

Week Ending:	DAY:	Subject: English Language	
Duration: 60mins		Strand: Extensive Reading	
Class: B1	Class Size:	Sub Strand: Reading	
Content Standard: BI.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area.		Indicator: BI.6.1.1.1. Read a variety of age – appropriate books and texts from print	Lesson: 1 of 1
Performance Indicator: Learners can read a variety of age – appropriate books and texts from print.		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum For Primary Schools Pg. 37			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Engage learners to sing familiar songs. E.g. Five little ducks</p> <p>Ask learners;</p> <ul style="list-style-type: none"> • Whether they enjoyed singing the song? • What words did you hear in the song? • Are these words food, animals, objects? <p>Share performance indicators with learners and introduce the lesson.</p>	<p>Word cards, sentence cards, letter cards.</p>	
PHASE 2: NEW LEARNING	<p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Have a variety of age appropriate books for learners to make a choice from.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p>		



	<p>Encourage them to read individually and in pairs, and provide support and encouragement.</p> <p><u>Assessment</u></p> <p>Using think-pair-share, learners retell their story books to their partners.</p> <p>Have learners draw parts of the story they read.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



FIRST TERM LESSON PLAN
BASIC ONE (MATHEMATICS)
WEEK I

Name of School:

Name of Teacher:

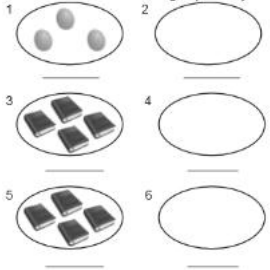
Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B1	Class Size:	Sub Strand: Counting Representation And Cardinality	
Content Standard: B1.1.1.1: Describe numbers and the relationship between numbers 0 to 100	Indicator: B1.1.1.1.1: Use number names, counting sequences and how to count to find out “how many?”	Lesson: I OF I	
Performance Indicator: Learners can read and write number names from (1-9)		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Counters patterns made from manila cards		
New words	Number names, one, two, three, four, five, six, seven, eight, nine		
References: Mathematics Curriculum Pg.			

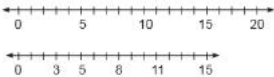
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday Tuesday	Engage learners to sing songs in relation to the lesson. Example “A circle is a shape” Write these numbers on the board and deduce from learners	<u>Number names (1-5)</u> Have learners count forwards and backwards (1-9). Put them into groups of 5. Give them numeral cards (1-5) and number name cards (one-five) to each group. Arbitrarily they pick objects from one to five, pick a numeral card and a	Summarize with learners the important points in the lesson. <u>Homework</u> Write number names for these numerals. 5 _____




	<p>if they can mention any of the names there. Expected answers one, five, nine, etc.</p> <p>Engage learners to sing songs in relation to the lesson.</p> <p>Example ““I’m counting one”</p> <p>Write these numbers on the board and deduce from learners if they can mention any of the names there. Expected answers one, five, nine, etc.</p>	<p>number name card to match the objects</p> <p>Show a pictures of dice and have learners count the dice there up to 5, pick a numeral card and a number name card to match them one by one.</p> <p>Give them numeral cards 1-3.They make groups of objects (1-3) pick a numeral card and number name cards and match them to the groups of objects made.They should work in pairs</p> <p><u>Assessment</u></p> <p>In groups of 5, learners work with bottle caps and number name cards. They make groups of objects (1-5) arbitrarily and match the number names cards to the groups made. Let them also write the number names up to “five”.</p> <p><u>Number names (6-10)</u></p> <p>Working in pairs, learners pick objects to represent a number (6-9) that you have called out.They pick a numeral card and a number name card to match the group of objects.</p> <p>Display objects on the teachers table. Call learners to count the number of objects and read the number names.</p>	<p>2 _____</p> <p>3 _____</p> <p>1 _____</p> <p>4 _____</p> <p>Summarize with learners the important points in the lesson.</p> <p><u>Homework</u></p> <p>Write number names for these numerals:</p> <p>(1) 9</p> <p>(2) 6</p> <p>(3) 8</p> <p>(4) 7</p> <p>(5) 10</p>
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		<p>Have learners make groups of objects up to 7 and match numeral cards and number name cards to the groups made.</p> <p><u>Assessment</u></p> <p>Working in pairs, learners make groups of objects up to 10, and match numeral and number name cards to the groups made</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs in relation to the lesson.</p> <p>Example ““I’m counting one”</p> <p>Make two groups of toffees.</p> <p>Learners tell you the number of toffees in A and B? There are no toffees in B or there is nothing in B.</p>	<p><u>The number zero (0)</u></p> <p>Call five learners to the front of the class. Give 3 straws to one and ask him/her to hand them out to the 4 learners. One learner will get “nothing”.</p> <p>Line up four bowls in front of the class. Put 3, 2, and 1 objects respectively in them. Elicit from learners the number of objects in the fourth one. “Nothing”. Now introduce the symbol for nothing as 0 (zero).</p> <p>Ask learners, if you have 2 heads, stand up. No one is expected to stand up. This means that there are no learners with 2 heads. So, the number of learners with 2 heads is zero.</p> <p>Referring to the learners’ book, instruct learners to look at the pictures and tell you the number of apples in each bowl.</p>	<p>Summarize with learners the important points in the lesson.</p> <p><u>Homework</u></p> <p>Write the numerals for these groups of objects.</p> 

		<p>There are no apples (nothing) in bowl C.</p> <p>Let learners know that nothing means zero and how it is written.</p> <p>Have learners write the symbol 0 (zero) in their jotters.</p> <p>Have learners draw empty containers to represent the idea of nothing in the box.</p>																									
Thursday	<p>Play “fingers up and down” Hold up a number of fingers. Learners say the number name. They also say the number of fingers that are down.</p> <p>Show some pictures in the learner’s book and ask them what they can see in the pictures and let them talk about it.</p>	<p><u>Counting forwards by 1s (1-20)</u></p> <p>Call about 20 learners to line up in front of the class. Give each learner a numeral card (1-20). They sing a song.</p> <p>Let each learner mention the numeral card that he/she is holding.</p> <table border="1" data-bbox="634 1121 1118 1316"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td> </tr> <tr> <td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>17</td><td>18</td><td>19</td><td>20</td><td></td><td></td><td></td><td></td> </tr> </table> <p>Let them count forwards from 1 to 20. Put learners into groups of 5. Let each group select a leader.</p> <p>Give each group a number chart. Ask learners in turns to read the numbers aloud.</p>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					<p>Summarize with learners the important points in the lesson.</p> <p><u>Homework</u></p> <p>Count forwards to complete the number lines</p> 
1	2	3	4	5	6	7	8																				
9	10	11	12	13	14	15	16																				
17	18	19	20																								



		<p>Tell them to start on any number, e.g. 1, 5, etc. They can start on 20 and count up to 40.</p> <p><u>Assessment</u></p> <p>Present learners with numeral cards 1 to 20. Call out learners to count forwards from 1 to 20. Each learner can start on any number. They should work in pairs.</p> <p>Put before them a 1-50 number chart. Have learners count forwards from any number</p>																									
Friday	Clap a number of times (between 1 and 20) and let learners tell you the number	<p><u>Counting backwards by 1s (20-1)</u></p> <p>Call about 20 learners to line up in front of the class. Give each learner a numeral card (1-20).</p> <p>Let each learner mention the numeral card that he/she is holding.</p> <table border="1" data-bbox="634 1188 1118 1383"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td> </tr> <tr> <td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>17</td><td>18</td><td>19</td><td>20</td><td></td><td></td><td></td><td></td> </tr> </table> <p>Let them count backwards from 20 to 1.</p> <p>Put learners into groups of 5. Let each group select a leader.</p> <p>Give each group a number chart. Ask learners in turns to read the</p>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					<p>Summarize with learners the important points in the lesson.</p> <p><u>Homework</u></p> <p>Count backwards to complete the number line.</p> 
1	2	3	4	5	6	7	8																				
9	10	11	12	13	14	15	16																				
17	18	19	20																								



		<p>numbers aloud. Tell them to start on 20 and count backwards.</p> <p>In turns, they can start on different numbers but they should count backwards from the selected number.</p> <p>Put before them a 1-50 number chart. Have learners count backwards from any number. Allow it if they start from numbers bigger than 50.</p>	
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WEEK 2

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B1	Class Size:	Sub Strand: Counting Representation And Cardinality	
Content Standard: B1.1.1.1: Describe numbers and the relationship between numbers 0 to 100	Indicator: B1.1.1.1.2: Identify numbers in different positions around a given number 0-100		Lesson: 1 OF 1
Performance Indicator: Learners can identify numbers in different positions around a given number 0-100		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Numeral cards 1-20, 100 number charts		
New words	Left, right, above, below, position		
References: Mathematics Curriculum Pg.			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>Do mental game with learners play a “one more” or “one less” than a given number up to 10,</p> <p>E.g. What number is one more than 6?</p> <p>What number is one less than 6?</p> <p>(Answer: One more than 6 is 7 and 1 less than 6 is 5.)</p>	<p><u>Identify numbers in different positions</u></p> <p>Write numerals from 1-20 on the board</p> <p style="text-align: center;">1,2,3,4,,5,6,7,8,9,10,20</p> <p>Call out a number, say 8. Let them mention 2 numbers to the right of 8 and 2 numbers to the left of 8. Write them on the board.</p>	<p>Summarize with learners the important points in the lesson.</p> <p style="text-align: center;"><u>Homework</u></p> <p>1. Write down the 2 numbers to the left of the bolded number</p> <p style="text-align: center;">15, 17, 19, 21, 23, 25</p>



		<p>Give out the 100-number chart to learners in their groups. Let them select a leader. Make sure they rotate the leaders. He/ she selects a number on the chart.</p> <p>Let them identify numbers in different positions around the chosen number.</p> <p>Now have learners work in pairs. One learner selects a number on the number chart and the other describes the position of the number.</p> <p>Let them change over until they have worked with all the numbers.</p> <p style="text-align: center;"><u>Assessment</u></p> <p>Give them these numeral cards: 6, 15, and 24. They should find numbers that come before and after.</p>	<p>2. Write down 2 numbers to the right of the circled number.</p> <p>5, 10, 15, 20, 25, 30, 35</p>
Tuesday	<p>Do mental game with learners play a “one more” or “one less” than a given number up to 10,</p> <p>E.g. What number is one more than 6?</p> <p>What number is one less than 6?</p>	<p style="text-align: center;"><u>Identify numbers in different positions</u></p> <p>Call out a number, say 10. Let them mention 3 numbers to the right of 10 and 3 numbers to the left of 10. Write them on the board.</p> <p>Give out the 100-number chart to learners in their groups. Let them select a leader. Make sure they</p>	<p>Summarize with learners the important points in the lesson.</p> <p style="text-align: center;"><u>Homework</u></p> <p>1. Write down the 2 numbers to the left of the bolded number</p> <p>15, 17, 19, 21, 23, 25</p>



	<p>(Answer: One more than 6 is 7 and 1 less than 6 is 5.)</p>	<p>rotate the leaders. He/ she selects a number on the chart.</p> <p>Let them identify numbers in different positions around the chosen number.</p> <p style="text-align: center;"><u>Assessment</u></p> <p>Now have learners work in pairs. One learner selects a number on the number chart and the other describes the position of the number.</p> <p>Let them change over until they have worked with all the numbers.</p>	<p>2. Write down 2 numbers to the right of the circled number.</p> <p>5, 10, 15, 20, 25, 30, 35</p>
Wednesday	<p>Do mental game with learners play a “one more” or “one less” than a given number up to 10,</p> <p>E.g. What number is one more than 6?</p> <p>What number is one less than 6?</p> <p>(Answer: One more than 6 is 7 and 1 less than 6 is 5.)</p>	<p>Call out a number, say 50. Let them mention 7 numbers to the right of 50 and 5 numbers to the left of 50. Write them on the board.</p> <p>Give out the 100-number chart to learners in their groups. Let them select a leader. Make sure they rotate the leaders. He/ she selects a number on the chart.</p> <p>Let them identify numbers in different positions around the chosen number.</p> <p style="text-align: center;"><u>Assessment</u></p> <p>Give them a 3 x 3 grid. Let them write their own numbers and</p>	<p>Summarize with learners the important points in the lesson.</p> <p style="text-align: center;"><u>Homework</u></p> <p>1. Write down the 2 numbers to the left of the bolded number</p> <p>15, 17, 19, 21, 23, 25</p> <p>2. Write down 2 numbers to the right of the circled number.</p> <p>5, 10, 15, 20, 25, 30, 35</p>



		<p>describe the position of the numbers using their own criteria</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </table>										
Thursday	<p>Do mental game with learners play a “one more” or “one less” than a given number up to 10,</p> <p>E.g. What number is one more than 6?</p> <p>What number is one less than 6?</p> <p>(Answer: One more than 6 is 7 and 1 less than 6 is 5.)</p>	<p>Call out a number, say 70. Let them mention 10 numbers to the right of 70 and 10 numbers to the left of 70. Write them on the board.</p> <p>Give out the 100-number chart to learners in their groups. Let them select a leader. Make sure they rotate the leaders. He/ she selects a number on the chart.</p> <p>Let them identify numbers in different positions around the chosen number.</p> <p style="text-align: center;"><u>Assessment</u></p> <p>Now have learners work in pairs. One learner selects a number on the number chart and the other describes the position of the number.</p> <p>Let them change over until they have worked with all the numbers.</p>	<p>Summarize with learners the important points in the lesson.</p> <p style="text-align: center;"><u>Homework</u></p> <p>1. Write down the 2 numbers to the left of the bolded number</p> <p style="text-align: center;">15, 17, 19, 21, 23, 25</p> <p>2. Write down 2 numbers to the right of the circled number.</p> <p style="text-align: center;">5, 10, 15, 20, 25, 30, 35</p> <p style="text-align: center;">Next Lesson: Demonstrate understanding of addition and subtraction</p>									
Friday	<p>Do mental game with learners play a “one more” or “one less” than a given number up to 10,</p>	<p>Call out a number, say 100. Let them mention 5 numbers to the right of 100 and 6 numbers to the left of 100. Write them on the board.</p>	<p>Summarize with learners the important points in the lesson.</p> <p style="text-align: center;"><u>Homework</u></p>									



	<p>E.g. What number is one more than 6?</p> <p>What number is one less than 6?</p> <p>(Answer: One more than 6 is 7 and 1 less than 6 is 5.)</p>	<p>Give out the 100-number chart to learners in their groups. Let them select a leader. Make sure they rotate the leaders. He/ she selects a number on the chart.</p> <p>Let them identify numbers in different positions around the chosen number.</p> <p><u>Assessment</u></p> <p>Give them these numeral cards: 25, 75, and 100. They should find numbers that come before and after.</p>	<p>1. Write down the 2 numbers to the left of the bolded number</p> <p>15, 17, 19, 21, 23, 25</p> <p>2. Write down 2 numbers to the right of the circled number.</p> <p>5, 10, 15, 20, 25, 30, 35</p>
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WEEK 3

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B1	Class Size:	Sub Strand: Counting Representation & Cardinality	
Content Standard: B1.1.1.1 Describe numbers and the relationship between numbers 0 to 100		Indicator: B1.1.1.1.3 use number names and non-standard units for measuring (lengths and volumes) to count to find out “how long or how much?”...up to 100	Lesson: 1 OF 1
Performance Indicator: Learners can use number names and non-standard units for measuring (lengths and volumes) to count to find out “how long or how much?”...up to 100		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Bottle caps, straws, plastic bottles, seeds		
New words			
References: Mathematics Curriculum Pg. 3			
DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	<p>Send learners out of the class for a small exercise.</p> <p>Divide class into groups to play a type of football called “small poles”</p> <p>Ask learners to count each pole with their feet span four times.</p> <p>Introduce the lesson on the field by alerting</p>	<p>Have learners use their feet, hand-span and referent materials to find how long a table, window and door frames are etc., by counting the number of times their feet, hand-span and referent materials are able to do this</p> <p>Assessment: Have learners to demonstrate how long objects in the class are, by using their feet and hand-span</p>	<p>What have we learnt today?</p> <p>Using hand, feet span and other referent materials in measuring.</p> <p>Let learners’ measure objects in the class by using their hand, feet span and other referent materials</p>



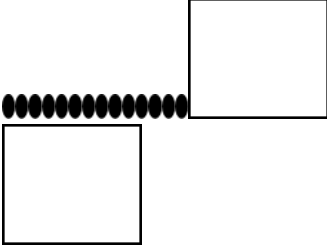
	learners how the poles were measured.		
	<p>Bring measuring bowls, cups, buckets etc. to class.</p> <p>Call students to fill each item with water.</p> <p>Learners record the volume of each item.</p> <p>Learners talk about the difference in volumes of the various items</p>	<p>Have learners use empty containers such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much (the number of times) the bottles, cups etc. are able to do this</p> <p>Assessment: call out learners in groups to use empty containers such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much</p>	<p>What have we learnt today?</p> <p>Determining the capacities of bigger containers by using smaller containers.</p> <p>Review lesson with learners.</p>
	<p>Revise learners RPK by asking them to perform simple addition problems.</p> <p>Example; I have one pencil, I add another pencil to it.</p> <p>I have two pencils in all etc.</p>	<p>Engage learners to act out a given story problem presented orally.</p> <p>For instance,</p> <p>-Sena has 8 bottle caps. She takes 5 more bottle caps from Kofi.</p> <p>How many bottle caps does Sena now have?</p> <p>Guide learners to Indicate if a scenario in a story problem represents an addition and justify the answer</p> <p>Assessment: engage learners in a lot of story problems for them to solve</p>	<p>What have we learnt today?</p> <p>Demonstrating the understanding of addition and subtraction.</p> <p>Review the lesson with learners by giving them task to write in their workbooks</p>



WEEK 4

Week Ending:		DAY:	Subject: Mathematics
Duration: 60mins per lesson		Strand: Number	
Class: B I	Class Size:		Sub Strand: Counting Representation & Cardinality
Content Standard: B1.1.1.1 Describe numbers and the relationship between numbers 0 to 100		Indicator: B1.1.1.1.4 Use comparative language to describe the relationship between quantities/numbers up to 100 using place value and the number line	Lesson: I OF I
Performance Indicator: Learners can use comparative language to describe the relationship between quantities/numbers up to 100 using place value and the number line			Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources		Bottle caps, straws, plastic bottles, seeds	
New words			
References: Mathematics Curriculum Pg. 3			
DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	<p>Bring measuring bowls, cups, buckets etc. to class.</p> <p>Call students to fill each item with water.</p> <p>Learners record the volume of each item.</p> <p>Learners talk about the difference in volumes of the various items</p>	<p>Have learners use empty containers such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much (the number of times) the bottles, cups etc. are able to do this</p>	<p>Review the lesson with pupils by giving them task to use empty containers such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much (the number of times) the bottles, cups etc. are able to do this</p>



	<p>Ask learners to bring out all their pencils and place them in front of them.</p> <p>Ask learners to compare the number of pencils they have to that of their sitting partners.</p> <p>Learners to find how many more they have than their partners.</p>	<p>Use 1-to-1 correspondence or matching to solve problems that involve comparing 2 sets having between 1 to 100 objects and explain how he/she solved the problem (finding which set has more or less, which groups have the same as)</p> 	<p>Review with learners the lesson</p> <p>Give learners task to compare sets</p>
	<p>Ask learners to bring out all their counters and place them in front of them.</p> <p>Ask learners to compare the number of counters they have to that of their sitting partners.</p> <p>Learners to find how many more they have than their partners.</p>	<p>Use the terms "more than", "less than" or "the same as" when comparing two groups having between 1 to 100 objects</p> <p>Put groups between 1 to 50 objects in increasing or decreasing order and justify his/her answer or explain what he/she did to find the answer</p>	<p>What have learnt today?</p> <p>Review the lessons by giving pupils task to compare two groups by using the terms more than, less than and the same as.</p>
	<p>Ask learners to bring out all their counters and place them in front of them.</p> <p>Ask learners to compare the number of counters they have to</p>	<p>Identify numbers and groups of objects that are more or less than a number (for numbers 1 to 100)</p> <p>E.g. 5 Use the number line to compare and order whole numbers from 0 to 100</p>	<p>Review the lessons by giving pupils task to compare two groups by using the terms more than, less than.</p>



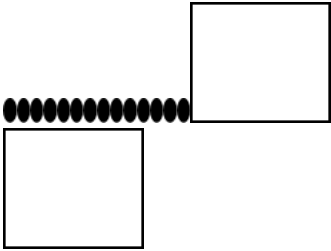
	<p>that of their sitting partners.</p> <p>Learners to find how many more they have than their partners.</p>		
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WEEK 5

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B1	Class Size:	Sub Strand: Counting Representation & Cardinality	
Content Standard: B1.1.1.1 Describe numbers and the relationship between numbers 0 to 100		Indicator: B1.1.1.1.4 Use comparative language to describe the relationship between quantities/numbers up to 100 using place value and the number line	Lesson: 1 OF 1
Performance Indicator: Learners can use comparative language to describe the relationship between quantities/numbers up to 100 using place value and the number line		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Bottle caps, straws, plastic bottles, seeds		
New words			
References: Mathematics Curriculum Pg. 3			
DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	<p>Bring measuring bowls, cups, buckets etc. to class.</p> <p>Call students to fill each item with water.</p> <p>Learners record the volume of each item.</p> <p>Learners talk about the difference in volumes of the various items</p>	<p>Have learners use empty containers such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much (the number of times) the bottles, cups etc. are able to do this</p>	<p>Review the lesson with pupils by giving them task to use empty containers such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much (the number of times) the bottles, cups etc. are able to do this</p>



	<p>Ask learners to bring out all their pencils and place them in front of them.</p> <p>Ask learners to compare the number of pencils they have to that of their sitting partners.</p> <p>Learners to find how many more they have than their partners.</p>	<p>Use 1-to-1 correspondence or matching to solve problems that involve comparing 2 sets having between 1 to 100 objects and explain how he/she solved the problem (finding which set has more or less, which groups have the same as)</p> 	<p>Review with learners the lesson</p> <p>Give learners task to compare sets</p>
	<p>Ask learners to bring out all their counters and place them in front of them.</p> <p>Ask learners to compare the number of counters they have to that of their sitting partners.</p> <p>Learners to find how many more they have than their partners.</p>	<p>Use the terms "more than", "less than" or "the same as" when comparing two groups having between 1 to 100 objects</p> <p>Put groups between 1 to 50 objects in increasing or decreasing order and justify his/her answer or explain what he/she did to find the answer</p>	<p>What have learnt today?</p> <p>Review the lessons by giving pupils task to compare two groups by using the terms more than, less than and the same as.</p>
	<p>Ask learners to bring out all their counters and place them in front of them.</p> <p>Ask learners to compare the number of counters they have to</p>	<p>Identify numbers and groups of objects that are more or less than a number (for numbers 1 to 100)</p> <p>E.g. 5 Use the number line to compare and order whole numbers from 0 to 100</p>	<p>Review the lessons by giving pupils task to compare two groups by using the terms more than, less than.</p>

	<p>that of their sitting partners.</p> <p>Learners to find how many more they have than their partners.</p>		
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WEEK 6

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




		Means $8 + \text{What?} = 10$.	
		Guide learners to practice with more examples	
TUES	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u></p> <p>We class one</p> <p>We can count</p> <p>We count 1,2,3,4,5</p> <p>We count 6,7,8,9,10</p> <p>We class one can count very well.</p>	<p>Demonstrate an understanding of the relationship between addition and subtraction by:</p> <p>i. transforming a subtraction as an equivalent addition</p> <p>For example, $20 - 12$ is the same as identifying the number that must be added to 12 to make 20.</p> <p>That is $20 - 12 = \text{What?}$</p> <p>Means $12 + \text{What?} = 20$</p> <p>Guide learners to practice with more examples</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
WED	<p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10).</p> <p>Learners then show their fingers up to show the number</p>	<p>Demonstrate an understanding of the relationship between addition and subtraction by:</p> <p>i. transforming an addition as an equivalent subtraction</p> <p><input type="text"/> For example, $8 - 6 =$</p> <p>is the same as identifying the number that must be added to 6 to make 8.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>




		That is 6 + what = 8	
		Guide learners to practice with more examples	
THURS	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u></p> <p>We class one</p> <p>We can count</p> <p>We count 1,2,3,4,5</p> <p>We count 6,7,8,9,10</p> <p>We class one can count very well.</p>	<p>Demonstrate an understanding of the relationship between addition and subtraction by:</p> <p>i. transforming an addition as an equivalent subtraction</p> <p><input type="text"/> For example, $8 - \quad = 6$</p> <p>is the same as identifying the number that must be added to 6 to make 8.</p> <p>That is 6 + what = 8</p> <p>Guide learners to practice with more examples</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>





WEEK 7

Week Ending:		DAY:	Subject: Mathematics	
Duration: 60mins per lesson			Strand: Number	
Class: B1		Class Size:	Sub Strand: Money	
Content Standard: B1.1.4.1 Identify coins, their values and the relationships among them in order to recognize the need for monetary transactions		Indicator: B1.1.4.1.1 recognize Ghanaian coins by name, including one pesewa, five pesewas, ten pesewas, twenty pesewas, fifty pesewas and one cedi by value and describe the relationship among them		Lesson: I OF I
Performance Indicator: Learners can use recognize Ghanaian coins by name, including one pesewa, five pesewas, ten pesewas, twenty pesewas, fifty pesewas and one cedi by value and describe the relationship among them			Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Bottle caps, straws, plastic bottles, seeds		
New words				
References: Mathematics Curriculum Pg. 10				
DAYS	PHASE 1: STARTER	PHASE 2: MAIN		PHASE 3: PLENARY
Monday	<p>Have Learners to tell the class, the amount of money they brought to school.</p> <p>Learners to sing songs and rhymes in relation to the lesson</p>	<p>Display the various coins currently being used for transaction in Ghana and initiate discussion on the need for monetary transaction.</p>  <p>Have Learners to touch, feel and say the features of each coin</p> <p>Have Learners to tell what each coin can buy.</p>		<p>Review the lesson with learners</p>





		<p>Assessment: Have learners to use the learning shopping center to demonstrate buying and selling with the coins</p>	
Tuesday	<p>Have Learners to tell how they spent their pocket money.</p> <p>Learners write a list of items they buy in school each day</p>	<p>Introduce the one pesewa, five pesewas and guide learners learn to identify and recognize the money by name and value</p> <p>State the relationship between 1p and 5p</p>  <p>Assessment: Have learners to use the learning shopping center to demonstrate buying and selling with the 1p and 5p coins</p>	Review the lesson with Learners
Wednesday	<p>Group Learners into two.</p> <p>Call out learners to pick up a coin and the others to give equivalence of the coin using the other denominations.</p>	<p>Introduce the ten pesewas, twenty pesewas, and guide learners learn to identify and recognize the money by name and value</p>	Review the lesson with Learners



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



	<p>Call out learners to pick up a coin and the others to give equivalence of the coin using the other denominations.</p>	<p>recognize the money by name and value</p>  <p>State the relationship between 2p and 10p; 5p and 10p; 2p and 20p; 1p and ¢1, 10p and ¢1</p>  <p>Assessment: Have learners to use the learning shopping center to demonstrate buying and selling with the One cedi coins</p>	
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WEEK 8

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Algebra	
Class: B1	Class Size:	Sub Strand: Patterns And Relationship	
Content Standard: B1.2.1.1 Recognize, create, extend and describe nonnumeric and simple numerical patterns		Indicator: B1.2.1.1.1 demonstrate an understanding of repeating patterns with 2 to 4 repeating elements	Lesson: 1 OF 1
Performance Indicator: Learners can demonstrate an understanding of repeating patterns with 2 to 4 repeating elements		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Bottle caps, straws, plastic bottles, seeds		
New words			
References: Mathematics Curriculum Pg. 14			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
Monday	Engage learners to sing the song <u>WE CAN COUNT</u> We class one We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class one can count very well.	Guide learners to represent a repeating sound or number pattern as shape pattern or vice versa. e.g., represent 1, 2, 1, 2 as clap, snap, clap, snap Assessment: Let learners practice with several examples	Ask learners to tell you what they have learnt Give learners individual or home task
Tuesday	Engage learners to play the Dice game.	Guide learners to represent a repeating sound or number pattern	Ask learners to tell you what they have learnt



	<p>Put learners into pairs and give out two dice to each pair.</p> <p>Have a partner to toss the dice and the other add up the two numbers that shows up.</p> <p>Play the game in groups to encourage competition</p>	<p>as shape pattern or vice versa.</p> <p>○□○□e.g., represent clap, stamp, clap, stamp as</p> <p>Assessment: Let learners practice with several examples</p>	<p>Give learners individual or home task</p>
Wednesday	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>Guide learners to represent a repeating sound or number pattern as shape pattern or vice versa.</p> <p>e.g., represent 1, 2, 1, 2 as clap, snap, clap, snap</p> <p>Assessment: Let learners practice with several examples</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Thursday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u></p> <p>We class one</p> <p>We can count</p> <p>We count 1,2,3,4,5</p> <p>We count 6,7,8,9,10</p> <p>We class one can count very well.</p>	<p>Guide learners to Identify and describe patterns outside the classroom</p> <p>For instance, use patterns in Kente as examples of repeating patterns.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>


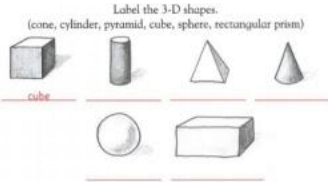


Friday	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>Guide learners to Identify and describe patterns outside the classroom</p> <p>For instance, use patterns in Kente as examples of repeating patterns.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
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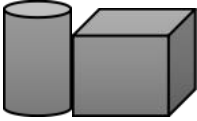
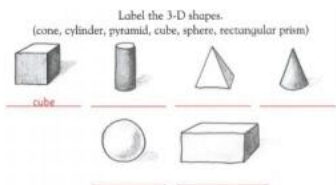

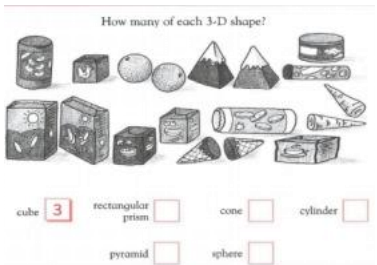



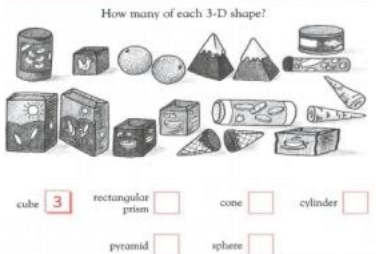
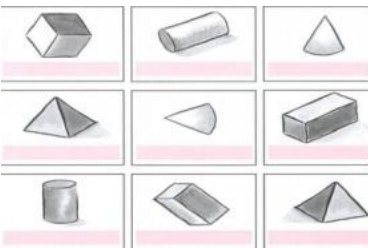
WEEK 9

Week Ending:	DAY:	Subject: Mathematics
Duration: 60mins per lesson		Strand: Geometry and Measurement
Class: B1	Class Size:	Sub Strand: 2D and 3D Shapes
Content Standard: B1.3.1.1 Analyze attributes of two-dimensional shapes and three-dimensional objects to develop general concept about their properties		Indicator: B1.3.1.1.1 identify the common features or attributes of a collection of 3D objects
Performance Indicator: Learners can identify the common features or attributes of a collection of 3D objects		Lesson: I OF I
Teaching/ Learning Resources		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;
New words	2d and 3d shapes and objects boldly drawn on manila cards	
References: Mathematics Curriculum Pg. 33		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
Monday	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Recognize and name 3D objects having specific features or attributes (number of equal faces, types of faces, number of corners, etc.)</p> 	<p>Ask learners to tell you what they have learnt</p>  <p>Give learners individual or home task</p>



		Assessment: Let learners practice with several examples	
Tuesday	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Guide learners recognize and name 3D objects having specific features or attributes (number of equal faces, types of faces, number of corners, etc.)</p>  <p>Assessment: Let learners practice with several examples</p>	<p>Ask learners to tell you what they have learnt</p>  <p>Give learners individual or home task</p>
Wednesday	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Guide learners sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use</p> 	<p>Ask learners to tell you what they have learnt</p>  <p>Give learners individual or home task</p>


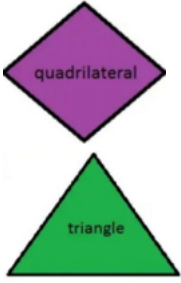

		Assessment: Let learners practice with several examples	
Thursday	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Guide learners sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use</p>  <p>Assessment: Let learners practice with several examples</p>	<p>Ask learners to tell you what they have learnt</p>  <p>Give learners individual or home task</p>
Friday	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Guide learners to identify examples of these 3D objects in the classroom and community.</p>  <p>Let learners draw and label the 3D objects in the classroom and community.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>


WEEK 10

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Geometry and Measurement	
Class: B1	Class Size:	Sub Strand: 2D and 3D Shapes	
Content Standard: B1.3.1.1 Analyze attributes of two-dimensional shapes and three-dimensional objects to develop general concept about their properties		Indicator: B1.3.1.1.3 Identify two-dimensional shapes and describe their attributes using formal geometric language	Lesson: I OF I
Performance Indicator: Learners can Identify two-dimensional shapes and describe their attributes using formal geometric language		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	2d and 3d shapes and objects boldly drawn on manila cards		
New words			
References: Mathematics Curriculum Pg. 33			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
Monday	Engage learners to sing the song <u>WE CAN COUNT</u> We class one We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class one can count very well.	Guide learners to sort a given set of 2D shapes using a given single feature or criteria (size, shape, etc.) Learners explain the sorting rule, feature or criteria used to sort them. <div style="display: flex; justify-content: center; align-items: center; gap: 20px;"> <div style="border: 1px solid black; background-color: red; width: 50px; height: 20px; display: flex; align-items: center; justify-content: center; color: white; font-size: 8px;">rectangle</div> <div style="border: 1px solid black; background-color: yellow; width: 30px; height: 30px; border-radius: 50%; display: flex; align-items: center; justify-content: center; color: black; font-size: 8px;">circle</div> </div>	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Engage learners to sing the song	Guide learners to sort a given set of 2D shapes using a given single	Give learners task to complete whiles you go

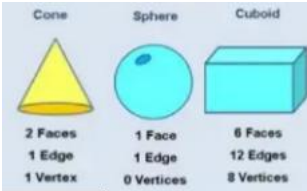


	<p><u>WE CAN COUNT</u></p> <p>We class one</p> <p>We can count</p> <p>We count 1,2,3,4,5</p> <p>We count 6,7,8,9,10</p> <p>We class one can count very well.</p>	<p>feature or criteria (size, shape, etc.)</p> <p>Learners explain the sorting rule, feature or criteria used to sort them.</p> 	<p>round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
<p>Wednesday</p>	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>Guide learners to sort a given set of 2D shapes using a given single feature or criteria (size, shape, etc.)</p> <p>Learners explain the sorting rule, feature or criteria used to sort them.</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
<p>Thursday</p>	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>Have learners to describe the difference between two given pre-sorted sets of familiar 2D shapes and the feature.</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>




<p>Friday</p>	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>Have learners to describe the difference between two given pre-sorted sets of familiar 2D shapes and the feature.</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
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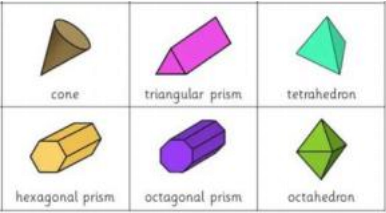
WEEK 11

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Geometry and Measurement	
Class: B1	Class Size:	Sub Strand: 2D and 3D Shapes	
Content Standard: B1.3.1.1 Analyze attributes of two-dimensional shapes and three-dimensional objects to develop general concept about their properties		Indicator: B1.3.1.1.2 Identify three-dimensional shapes	Lesson: I OF I
Performance Indicator: Learners can Identify three-dimensional shapes		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	2d and 3d shapes and objects boldly drawn on manila cards		
New words			
References: Mathematics Curriculum Pg. 33			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
Monday	<p>Take learners through math mental to solve the following.</p> <p>15 - = 10</p> <p>9 + = 11</p> <p> + 3 = 10</p> <p> - 4 = 1</p> <p>14 - = 7</p>	<p>Guide learners to sort a given set of 3D shapes using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them.</p> <div style="text-align: center;">  </div>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>




		Have learners to draw 3D shapes and identify them with their names.	
Tuesday	<p>Take learners through math mental to solve the following.</p> <p>$\square + 3 = 6$</p> <p>$\square - 8 = 0$</p> <p>$6 - \square = 2$</p> <p>$2 + \square = 7$</p> <p>$\square + 1 = 9$</p>	<p>Guide learners to sort a given set of 3D shapes using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them.</p>  <p>Have learners to draw 3D shapes and identify them with their names.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Wednesday	<p>Take learners through math mental to solve the following.</p> <p>$8 - \square = 2$</p> <p>$\square + 5 = 14$</p> <p>$\square - 10 = 7$</p> <p>$1 + \square = 4$</p>	<p>Guide learners to sort a given set of 3D shapes using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them.</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Thursday	<p>Take learners through math mental to solve the following.</p>	 <p>Describe the difference between two given pre-sorted sets of</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p>

	$\square - 4 = 1$ $14 - \square = 7$ $8 + \square = 14$ $18 - \square = 9$	<p>familiar 3D shapes and the features.</p> 	<p>Give remedial learning to those who special help.</p>
Friday	<p>Take learners through math mental to solve the following.</p> $2 + \square = 7$ $\square + 1 = 9$ $\square - 1 = 2$ $\square + 6 = 11$	<p>Describe the difference between two given pre-sorted sets of familiar 3D shapes and the features.</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

WEEK 12


Week Ending:	DAY:	Subject: Mathematics	
Duration:		Strand: Data	
Class: BI (One)	Class Size:	Sub Strand: Data Collection And Organization	
Content Standard: BI.4.1.1 Organize, represent and interpret data.		Indicator: BI.4.1.1.2 Organize a given set of data into three categories, find the total number of data points and determine how many are in each category and compare the number in any two category	Lesson: I OF I
Performance Indicator: • Learners can organize data with a given criteria..		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal	
Teaching/ Learning Resources	Flowers of different kinds, bottle caps, fruits, pictures of animals and birds		
NEW WORDS	Collecting, data, interpret		
References: Mathematics Curriculum Pg. 18			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Play, how many to make 10. Call out a number between 1 and 9. Learners call out a number that must be added to that number to make 10. E.g. 8 2, 6 4, 9 1.	Take the class outside. Walk round with them and ask them to pick anything that is attractive to them, such as flowers, pebbles, leaves (be careful of dangerous flowers and leaves), etc. Let them assemble the materials they brought according to sameness and count for each category. Example:	Ask learners to tell you what they have learnt <u>Homework</u>  Count and write the number.

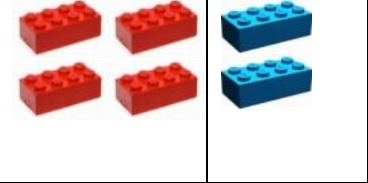


	<p>Have learners look at the picture and tell the quantity of each item. Let them work in pairs.</p>	<p>stones _____, pebbles _____, flowers _____</p> <p>brainstorm learners for the game they like best: Write these games on the board. E.g. Ampe, football, netball</p> <p>Learners go and make a stroke against the game they like best. They should count and tell the number in _____ each category.</p> <p>Draw toffee, chocolate and ice cream on the board.</p> <p>Learners make a stroke against the sweet he/she likes. They count to find the number in each category: toffee _____ chocolate _____ ice cream _____</p>	<p>Spoons _____ Bowls _____ Pots _____</p>
<p>Tuesday</p>	<p>Play "Make 10". Show fingers, and learners add a number to make 10.</p>	<p>Draw a banana and apple on the board.</p> <p>Let them answer the questions.</p> <ul style="list-style-type: none"> • How many learners like bananas? • How many learners like apples? 	<p>Ask learners to tell you what they have learnt</p> <p><u>Homework</u></p> <p>Count and write the number of these items in your house.</p> <p>I Spoons _____</p>



		<p>Guide them to tally their favorite fruits on the board.</p> <p>Display pictures of animals on the table. Call each learner to come and pick the animal he/she likes best.</p> <p>They paste it against the animal they like best.</p> <p>Dog _____</p> <p>Cat _____</p> <p>Monkey _____</p> <ol style="list-style-type: none"> 1. How many like cats? 2. How many like dog? 3. How many like monkey? 	<p>2 Cups _____</p> <p>3 Cooking utensils _____</p>		
<p>Wednesday</p>	<p>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.</p>	<p>Have a picture of learners in front of the class and ask the learners to use two different objects to represent the number of males and females.</p>  <p>Let learners represent the number of boys with a red Lego block, and represent the number of girls with a blue Lego block.</p> <table border="1" data-bbox="662 1675 1031 1736"> <tr> <td data-bbox="662 1675 868 1736">Boys</td> <td data-bbox="868 1675 1031 1736">Girls</td> </tr> </table>	Boys	Girls	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Boys	Girls				



		 <p>Assessment: let learners solve several examples</p>	
Thursday	<p>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.</p>	<p>Bring a picture of animals in front of the class and ask the learners;</p> <p>How many different types of fruits are there?</p> <p>How many people like mango?</p> <p>Have learners to use two different objects to represent the number of males and females animals.</p> <p>Let learners represent the number of males with a red Lego block, and represent the number of females with a blue Lego block.</p> <p>Using the scenario in day one lesson, let learners solve simple problems (i.e. how many altogether, how many more or less).</p> <p>In the example, there were four boys and two girls in the picture, 4 boys and 2 girls. Altogether there are 6 pupils in the picture.</p> <p>Let learners use the Lego blocks to demonstrate this fact.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>



Friday

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.

Bring a picture of objects in front of the class and ask the learners to use two different category to represent the number of natural and man-made.



Let learners represent the number of natural items with a yellow Lego block, and represent the number of man-made items with a green Lego block.

Natural items	Man-made items

Assessment: let learners solve several examples

Ask learners to tell you what they have learnt

Give learners individual or home task



FIRST TERM LESSON PLAN

BASIC ONE (SCIENCE)

WEEK I

Name of School:

Name of Teacher:

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity Of Matter	
Class: B1	Class Size:	Sub Strand: Living And Non-Living Things	
Content Standard: B1.1.1.1 Show understanding of the physical features and life processes of living things and use this understanding to classify them		Indicator: B1.1.1.1.1 Observe and describe different kinds of things in the environment.	Lesson: I OF I
Performance Indicator: Learners can; <ul style="list-style-type: none"> • Mention names of common things in the home and school. • Describe different kinds of things in the environment. • Sort things in the environment into living and non-living 			Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources		Pictures on plants and animals, different non-living things such as stones	
Keywords	Living things, non-living things, grow, move, breathe, and leaves, object.		
References: Science Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Ask learners, what is the name of your parents? Let them know that everybody has a mother	Ask learners to mention the names of common things they see at home and school.	After the lesson, engage learners and deduce from them what they have learnt.



	<p>and a father.They are the people who gave birth to us. Baby Lions also have a mother and father</p>	<p>Referring them to pictures in their textbook, lead them to identify the items in the pictures.</p> <p>Let them know that the things that can grow big, move and eat are called living things.</p> <p>Guide them to talk about the other pictures on page that cannot breathe or grow, so they are called non-living things.</p>	<p>Go round and let each person tell you what they have learnt.</p> <p>E.g.</p> <p>I. All things in the world are said to be living or non-living.</p>
	<p>Start the lesson with a recap of the previous lesson.Allow learners to reflect on what they learnt from the previous lesson and the homework relating to different kinds of things in the environment.</p> <p>Set expectations for this lesson including what will be learnt and how learning will occur and assessed</p>	<p>Learners go round the school community to identify living and non-living things.</p> <p>Guide learners to work in groups to sort items into living and non-living.</p> <p>Assist them to give reasons why they categorized specific things as living or non-living.</p>	<p>After the lesson, engage learners and deduce from them what they have learnt.</p> <p>Go round and let each person tell you what they have learnt.</p> <p>E.g.</p> <p>I. All things in the world are said to be living or non-living.</p>
	<p>Start the lesson with a recap of the previous lesson.Allow learners to reflect on what they learnt from the previous lesson and the homework relating to different kinds of things in the environment.</p> <p>Set expectations for this lesson including what will</p>	<p>Guide learners to sort-out different things from the school into groups based on colors, shapes and size.</p> <p>Let learners work in groups to create their own picture album using pictures or drawings of different living things.</p>	<p>After the lesson, engage learners and deduce from them what they have learnt.</p> <p>Go round and let each person tell you what they have learnt.</p> <p>E.g.</p>

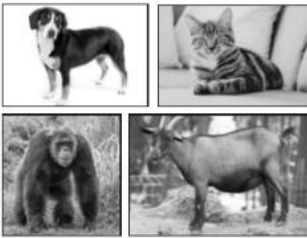


	<p>be learnt and how learning will occur and assessed</p>	<p>With what they have learnt from grouping different things, guide them to place the items under the given criteria</p> <p>Ask learners this question. A car can move, is it a living thing.</p> <p>Let learners share their ideas with their group members. Each group should select a leader to tell the whole class their findings.</p>	<p>I. All things in the world are said to be living or non-living.</p>
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WEEK 2

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity of matter	
Class: B1	Class Size:	Sub Strand: Living & Non Living Things	
Content Standard: B1.1.1.2: Understand the differences between living things, non-living things and things which have never been alive		Indicator: B1.1.1.2.1. Identify and name animals and plants in their locality	Lesson: 1 OF 1
Performance Indicator: Learners can identify and name animals and plants in their locality		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Pictures of Plants and animals in the environment		
New words	Plants, animals, wild, forest and common.		
References: Science Curriculum Pg. 20			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Start by asking learners to sing a song or rhyme on animals.</p>	<p>Show learners pictures of different animals.</p> <p>Let learners identify the parts that are common to all animals.</p> <p>In pairs, learners group animals into domestic and wild animals.</p> <div style="text-align: center;">  </div>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? <p style="text-align: right;"><u>Homework</u></p>



		<p><u>Assessment</u></p> <p>Rewrite the scrabbled names of animals. a. keymon</p> <p>b. onli</p> <p>c. rotpar</p> <p>d. ardliz</p> <p>e. atgo</p>	<p>Mention three animals found at home</p> <p>Mention three animals that are not found at home.</p>
	<p>Start by asking learners to sing a song or rhyme on animals.</p>	<p>Take learners on a trip around the school community.</p> <p>Guide learners to identify different grasses, small and big trees.</p>  <p><u>Assessment</u></p> <p>Draw a big tree and color</p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? <p><u>Homework</u></p> <p>Draw a big tree and color</p>
	<p>Start by asking learners to sing a song or rhyme on animals.</p>	<p>Classify living things as plants or animals</p> <p>Give learners a list of living things such as Dog, lion, mango tree, pawpaw tree, lizard, Giraffe, Coconut tree, tomato Plant.</p> <p>In pairs learners must classify them as plants or animals.</p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?



		<p>Engage learners to discuss among themselves what will happen if there are no plants and animals on earth.</p> <p><u>Assessment</u></p> <p>Mention any 2 domestic and wild animals.</p> <p>Next Lesson: Know the basic needs of living things (food, water and air)</p>	<p><u>Homework</u></p> <p>Complete the table by writing 4 examples of plants and animals</p> <table border="1" data-bbox="1127 306 1495 621"> <thead> <tr> <th data-bbox="1127 306 1308 373">Animals</th> <th data-bbox="1308 306 1495 373">Plants</th> </tr> </thead> <tbody> <tr> <td data-bbox="1127 373 1308 436"></td> <td data-bbox="1308 373 1495 436"></td> </tr> <tr> <td data-bbox="1127 436 1308 499"></td> <td data-bbox="1308 436 1495 499"></td> </tr> <tr> <td data-bbox="1127 499 1308 562"></td> <td data-bbox="1308 499 1495 562"></td> </tr> <tr> <td data-bbox="1127 562 1308 621"></td> <td data-bbox="1308 562 1495 621"></td> </tr> </tbody> </table>	Animals	Plants								
Animals	Plants												



WEEK 3

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity of matter	
Class: B1	Class Size:	Sub Strand: Basic needs of living things	
Content Standard: BI.1.1.2: Understand the differences between living things, non-living things and things which have never been alive		Indicator: BI.1.1.2.2 Know the basic needs of living things (food, water and air)	Lesson: 1 OF 1
Performance Indicator: Learners can know the basic needs of living things (food, water and air)		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Pictures and Charts		
New words	Air, breathe, water		
References: Science Curriculum Pg. 21			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Begin the lesson with songs in relation to the lesson.</p> <p>Ask learners to mention their favorite foods.</p> <p>Learners in turns tell why they like their favorite food.</p>	<p>Brainstorm learners to mention their favorite foods.</p> <p>Work in pairs to identify the basic needs of living things (e.g. food, water, air, shelter, appropriate warmth).</p> <p>Elaborate on learners' ideas to guide them to brainstorm on the importance of basic needs of living things.</p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? <p><u>Homework</u></p>



		<p>Have learners work in groups of 5 to match some common animals with the food they eat.</p> <p><u>Assessment</u></p> <p>Complete the table below</p> <table border="1" data-bbox="673 432 1016 821"> <thead> <tr> <th>Animals</th> <th>Food</th> </tr> </thead> <tbody> <tr> <td>Hen</td> <td></td> </tr> <tr> <td>Bird</td> <td></td> </tr> <tr> <td>Lion</td> <td></td> </tr> <tr> <td>Dog</td> <td></td> </tr> <tr> <td>Goat</td> <td></td> </tr> </tbody> </table>	Animals	Food	Hen		Bird		Lion		Dog		Goat		<p>Draw and color yourself eating your favorite food</p>
Animals	Food														
Hen															
Bird															
Lion															
Dog															
Goat															
	<p>Start the lesson with a recap of the previous lesson.</p> <p>Allow learners to reflect on what they learnt from the previous lesson and the homework relating to identifying the things we all need.</p>	<p>Assist learners to plant two potted plants</p> <p>One of the plants must be watered for a week</p> <p>The other must not be watered.</p> <p>Learners compare the plants after one week and come out with the differences.</p> <p><u>Assessment</u></p> <p>Why do plants need water to grow?</p>	<p>1. Tell the class what you learnt during the lesson.</p> <p>2. Tell the class how you will use the knowledge they acquire during the lesson.</p> <p><u>Homework</u></p> <p>Match the animals with the kinds food they eat</p> <p>Hen meat</p> <p>Lion grass</p> <p>Bird maize</p>												
	<p>Start the lesson with a recap of the previous lesson.</p>	<p>Assist learners to demonstrate different uses of air.</p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p>												



	<p>Allow learners to reflect on what they learnt from the previous lesson and the homework relating to The uses of Water.</p>	<p>Example: Helps us to breathe, for whistling, inflating balloons, etc.</p> <p>Engage learners to discuss what will happen if you do not drink water or eat food for a long period?</p> <p><u>Assessment</u></p> <p>Engage learners in activities to demonstrate the uses of air</p>	<p>I. Tell the class what you learnt during the lesson.</p> <p>Next Lesson: Describe the differences between living and non-living things</p>
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WEEK 4

Week Ending:	DAY:	Subject: Science
Duration: 60mins per lesson		Strand: Diversity of matter
Class: B1	Class Size:	Sub Strand: Living & Non Living Things
Content Standard: B1.1.1.2: Understand the differences between living things, non-living things and things which have never been alive		Indicator: B1.1.1.2.3 Describe the differences between living and non-living things
Performance Indicator: Learners can describe the differences between living and non-living things		Lesson: I OF I
Teaching/ Learning Resources		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;
Pictures of Plants and animals in the environment		
New words	Living things, Non-living things, Grow, move, breathe, make babies, eat	
References: Science Curriculum Pg. 21		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Take learners on a nature walk around the school to identify common living and non-living things	<p>Revise with learners on things around us.</p> <p>Have them mention some of the things they saw on their way coming to and going home from school.</p> <p>Learners work in groups to list the things they observed.</p> <p>Present a chart or pictures of different living and non-living things.</p>	<p>Ask learners to perform the following by way of reflecting deep on the lesson:</p> <ol style="list-style-type: none"> 1. Narrate brief what you learned during the lesson 2. In a few sentences tell the class how you will apply the knowledge you acquire during the lesson in your daily life 3. Which part of the lesson did you find interesting 4. Which aspect of the lesson did you not understand?



		<p><u>Assessment</u></p> <p>In groups learners sort the identified objects into living and non-living things.</p>	
	<p>Start the lesson with a recap of the previous lesson.</p> <p>Allow learners to reflect on what they learnt from the previous lesson.</p>	<p>Through questioning ask learners to give reasons for classifying specific items as living or non-living.</p> <p>In identifying differences, guide learners to make reference to life processes such as movement, growth, nutrition and reproduction.</p> <p>Present learners with samples of non-living things or pictures of living and non-living things</p> <p>Guide learners to work in pairs to sort the things provided.</p> <p><u>Assessment</u></p> <p>Let learners work in groups to create their own picture album using pictures or drawings of different living things</p>	<p>Ask learners to perform the following by way of reflecting deep on the lesson:</p> <ol style="list-style-type: none"> 1. Narrate brief what you learned during the lesson 2. In a few sentences tell the class how you will apply the knowledge you acquire during the lesson in your daily life 3. Which part of the lesson did you find interesting 4. Which aspect of the lesson did you not understand? <p>Next Lesson: Identify and name a variety of everyday materials in their immediate environment</p>



WEEK 5

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity of matter	
Class: B1	Class Size:	Sub Strand: Materials	
Content Standard: B1.1.2.1 Recognize materials as important resources for providing human needs		Indicator: B1.1.2.1.1 Identify and name a variety of everyday materials in their immediate environment	Lesson: 1 OF 1
Performance Indicator: Learners can identify and name a variety of everyday materials in their immediate environment		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Metals, woods plastics soil stones paper pencil crayons		
New words	Plastic, Metal, Ceramic, Glass		
References: Science Curriculum Pg. 22			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Ask learners to identify the things used to make the furniture in the classroom, the school building and the uniforms they wear to school.</p> <p>Discuss learner's ideas with them. Drill learners for the meaning of the keywords.</p>	<p>Begin the lesson by letting learners understand that materials are all around us. We can see that materials are so useful to us. Materials are used to produce what we eat, wear and where we sleep.</p> <p>Engage learners to go on nature walk and observe and collect materials present in their environment.</p> <p><i>E.g. metals, wood, plastics, soil, glass, textiles, water and stone</i></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? <p><u>Homework</u></p> <p>Tell what this items are made from</p>



		<p>In groups, learners observe, sort, identify and name materials collected.</p> <p>Guide learners to explain the basis of their classification.</p> <p>Show learners samples of materials such as wood, clay, metal and fabric</p> <p>Guide learners to work in pairs to match objects such as chairs, cutlass, books, and cloths with their material sources.</p> <div data-bbox="618 831 971 1058"> <p>The images are arranged in two rows of three. The top row shows paper (a stack of sheets), glass (a pane), and plastic (a bottle). The bottom row shows metal (a metal rod), fabric (a piece of cloth), and wood (a log).</p> </div> <p><u>Assessment</u></p> <p>Learners match objects with their materials used in making them.</p>	<p>1) Chair 2) saucepan 3) utensils</p>
	<p>Ask learners to identify the things used to make the furniture in the classroom, the school building and the uniforms they wear to school.</p> <p>Discuss learner's ideas with them. Drill learners for the meaning of the keywords.</p>	<p>In groups, learners design spoon, human being, pen and cup using clay.</p> <p>Guide learners to produce different artifacts from paper.</p> <div data-bbox="623 1633 1010 1776"> <p>The images are arranged horizontally. From left to right: a spoon, a cup, and a human figure.</p> </div>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?

		<p>Revise with learners to mention other examples of materials found in their environment.</p> <p>Reflect on what they have learnt and relate the lesson to everyday uses of the materials.</p> <p><u>Assessment</u></p> <p>Let learners draw and color some of the materials they have identified in their books.</p>	<p><u>Homework</u></p> <p>Tell what this items are made from</p> <p>1) Chair 2) saucepan 3) utensils</p>
	<p>Ask learners to identify the things used to make the furniture in the classroom, the school building and the uniforms they wear to school.</p> <p>Discuss learner's ideas with them. Drill learners for the meaning of the keywords.</p>	<p>In groups, learners design spoon, human being, pen and cup using clay.</p> <p>Guide learners to produce different artifacts from paper.</p> <div data-bbox="625 997 1015 1144" style="text-align: center;"> </div> <p>Revise with learners to mention other examples of materials found in their environment.</p> <p>Reflect on what they have learnt and relate the lesson to everyday uses of the materials.</p> <p><u>Assessment</u></p> <p>Let learners draw and color some of the materials they have identified in their books.</p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? <p><u>Homework</u></p> <p>Tell what this items are made from</p> <p>1) Chair 2) saucepan 3) utensils</p>

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

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play a game of “I spy” with learners using riddles that describes the relative position of various object, e.g. “I spy something that is beside the chair, in front of the bookcase, etc.	<p>Collect different materials from the school environment and bring them to class.</p> <p>Learners describe the appearance of the materials in terms of color, size, feel, length etc.</p> <p>Group materials based on their observable properties such as shape, size (big/small), color, texture (‘rough’, ‘smooth’, ‘sticky’ and ‘grainy’), mass (heavy / light).</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>



	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Draw and color several objects/ materials based on their appearance such as color and shape.</p> <p>Display their drawings for class observation and talk about them.</p> <p>Relate the lesson with everyday experiences (appearance and properties of common items).</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
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WEEK 6

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity of matter	
Class: B1	Class Size:	Sub Strand: Materials	
Content Standard: B1.1.2.2 Know that substances can exist in different physical state		Indicator: B1.1.2.2.1 Identify and classify materials as solid, liquid or gas	Lesson: 1 OF 1
Performance Indicator: Learners can Identify and classify materials as solid, liquid or gas		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Metals, woods plastics soil stones paper pencil crayons		
New words			
References: Science Curriculum Pg. 23			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners explore and list materials they see in their environment.</p> <div style="text-align: center;"> </div> <p>In groups, sort the materials into solid, liquid or gas.</p> <p>To demonstrate the presence of gas, learners can use paper cards /sheets of</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>




		paper and wave them across their faces.	
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>In groups learners sort different substances into the solid, liquid or gaseous states with reasons.</p> <p>Each group presents their work to the whole class for discussions.</p> <p>Learners answer the following questions: What makes a solid different from a liquid? How is a liquid different from a gas?</p> <p>Learners can be engaged in more activities to investigate and identify substances in the solid, liquid and gaseous states. E.g. inflating balloon, breathing in and out.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>




WEEK 7

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

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Learners can be engaged in an activity that explains cyclic movement. (The second hand of an analogue clock, merry-go-round and circular cards, musical chairs could be used).</p> <div style="text-align: center;">  </div> <p>Relate this activity to the occurrence of day and night and explain that the appearance of the Sun, Moon and stars follow a cyclic pattern.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>



			
	<p>Ask learners questions to review their understanding in the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Let learners suggest other events in their environment that happen over and over again in a cycle.</p> <p>For example, <i>dry and wet seasons</i>.</p> <p>Learners make sketches displaying events that take place in the day and those that take place in the night.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>



WEEK 8

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Cycles	
Class: B1	Class Size:	Sub Strand: Earth Science	
Content Standard: B1.2.1.2. Recognize the relationship between the Earth and the Sun		Indicator: B1.2.1.2.1 now that the sun is the main source of light to the Earth	Lesson: 1 OF 1
Performance Indicator: Learners can observe the now that the sun is the main source of light to the Earth		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	torch, candles, matchstick, and lantern		
New words			
References: Science Curriculum Pg. 24			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and recite familiar rhymes <u>STAR LIGHT, STAR BRIGHT.</u> Star light, star bright. The first star I see tonight I wish I may, I wish I might, Have the wish I wish tonight.	Engage learners with a number of questions to enable them explore where we get light, <i>E.g. What does the sun look like? Where is the sun located? Do you see clearly or otherwise when the sun is out?</i> Display various sources of light such as torch, candles, matchstick, and lantern.	What have we learnt today? The main source of light to the Earth is Sun. Have learners to summarize the important points in the lesson



		Assessment: Have learners to explore with the various sources of light	
	<p>Engage learners to play the “Odd One Out” game.</p> <p>The student will look at; for example four pictures (sources of light).</p> <p>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.</p>	<p>Brainstorm learners to come out with one thing which is common to all the items displayed.</p> <p>Engage learners to mention sources of light in their environment (i.e. sun, moon, other stars, torch, lantern, electric bulbs and others).</p> <p>Assessment: Have learners to discuss how the sources of light (i.e. sun, moon, other stars, torch, lantern, electric bulbs) works</p>	<p>What have we learnt today?</p> <p>The main source of light to the Earth is Sun.</p> <p>Have learners to summarize the important points in the lesson</p>
	<p>Group learners into three (3), appoint a leader from each group to act as the teacher.</p> <p>Ask them to summarize what was covered in the previous lesson.</p> <p>The class is allowed to pose questions to the leaders.</p>	<p>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.</p> <p>Learners use paper to design the sun as a source of light to the earth</p> <p>Assessment: Have learners draw the sun as the main source of light.</p>	<p>What have we learnt today?</p> <p>The main source of light to the Earth is Sun.</p> <p>Have learners to summarize the important points in the lesson</p>



WEEK 9

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Cycles	
Class: B1	Class Size:	Sub Strand: Earth Science	
Content Standard: B1.2.1.3 Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological cycle		Indicator: B1.2.1.3.1 Observe the disappearance of mist and pools of water after rains.	Lesson: I OF I
Performance Indicator: Learners can observe the disappearance of mist and pools of water after rains.		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Pictures and charts		
New words			
References: Science Curriculum Pg. 24			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Review learners understanding in the previous lesson using questions and answers.</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Let learners observe the disappearance of mist and run-off water after rain sand come and talk about it in class.</p> <p>Engage learners to predict where mist and run-off water go after rains and assist them to understand that they evaporate.</p> <p>Mists evaporates but run-off water either flows into surface water bodies or collects as stagnant pools of water. Run-off</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>



		water takes a longer time to evaporate	
	<p>Review learners understanding in the previous lesson using questions and answers.</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Ask learners where they get water (sources of water) at the home, community and school.</p> <p>In a participatory manner, learners come out with sources of water in the home and at school</p> <p>Show or draw pictures depicting different sources of water such as bore-holes, rivers, wells and the sea</p> <p>Discuss the various uses of water at their homes, school and community.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review learners understanding in the previous lesson using questions and answers.</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners demonstrate several uses of water, e.g. washing of face and hands, drinking and preparing beverages, rinsing of utensils, watering of flowers.</p> <p>Use local materials to create different sources of water in an outdoor activity. E.g. artificial wells, rivers, rainfall and tap</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>



WEEK 10

Week Ending:	DAY:	Subject: Science
Duration: 60mins per lesson		Strand: Cycles
Class: B1	Class Size:	Sub Strand: Earth Science
Content Standard: BI.2.1.4 Recognize water and air as important natural resources	Indicator: BI.2.1.4.2 Demonstrate the existence of air in the environment	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can demonstrate the existence of air in the environment 		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	Pictures and charts	
New words		
References: Science Curriculum Pg. 25		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Engage learners in a number of fun activities that demonstrate the existence of air, <i>e.g. Waving a piece of paper across the face, leaving inflated balloons in an open space, watching a hoisted flag,</i></p> <p>Learners talk about their observations in each case, e.g. explain what causes the leaves and hoisted flag to move.</p> <p>Ask learners to outline uses of air in their lives. e.g. whistling,</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>




		<p>blowing of trumpets, flying kites, sailing of boats.</p> <p>Summarize the lesson by explaining to learners that air is everywhere</p>	
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WEEK 11

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Cycle	
Class: B1	Class Size:	Sub Strand: Life Cycle Of Organism	
Content Standard: B1.2.2.1 Demonstrate understanding of the life cycle of plants		Indicator: B1.2.2.1.1 examine the structure of plants	Lesson: 1 OF 1
Performance Indicator: Learners can examine the structure of plants		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Plants, seeds, hand lens, paper, pencils, crayons, fruits	
New words			
References: Science Curriculum Pg. 25			


DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	<p>call learners in turns to mention some examples of plants in their localities</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>show pictures of young plants for them to observe and talk about it</p> </div>	<p>Assist learners to uproot young plants from the school environment and bring them to class</p> <p>Learners examine the external parts of the plants (using hand lens if available)</p> <p>Assessment: Learners talk about what they see in groups and in turns</p>	<p>Teacher moves round the groups to find out the progress learners are making with respect to the task given them and where necessary ask questions to guide them</p>
	<p>Use questions and answers to review what they learnt in the previous lesson.</p>	<p>Learners to show their young plants they brought from homes</p>	<p>Give learners opportunity to talk about what they have learnt.</p>




		<p>Call learners to tell the parts or structure of their young plants</p> <p>Assessment: Have learners to draw the structure of their young plants</p>	
	<p>Paste a chart on the board showing different examples of young plants.</p> <p>Learners are to observe and talk about the pictures</p>	<p>Learners to re-sow their young plants in empty cans</p> <p>Teacher to ensure that all learners take part</p> <p>Encourage learners to water their young plants every morning</p>	<p>Give learners opportunity to talk about what they have learnt</p>



Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Cycle	
Class: BI	Class Size:	Sub Strand: Life Cycle Of Organism	
Content Standard: BI.2.2.1 Demonstrate understanding of the life cycle of plants		Indicator: BI.2..2.1.2. observe different kinds of seeds	Lesson: I OF I
Performance Indicator: Learners can observe different kinds of seeds		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Plants, seeds, hand lens, paper, pencils, crayons, fruits	
New words			
References: Science Curriculum Pg. 26			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Learners to play games and sing songs to begin the lesson	Provide learners with different kinds of seeds (e.g. orange, pawpaw, mango, bean seeds, shea nut). Assessment: Learners examine the external parts of different seeds. draw and display them for discussion.	Ask learners series of questions to review their understanding of the lesson
	Call 2 learners to share a story with the whole class. Learners to play games and sing songs to begin the lesson	Learners to draw the parts that are visible in their books. 	Ask learners series of questions to review their understanding of the lesson



		<p>Assessment: Learners display their drawings them for discussion.</p>	
	<p>Call 2 learners to share a story with the whole class.</p> <p>Learners to play games and sing songs to begin the lesson</p>	<p>Through a matching game, learners identify different fruits and their seeds</p> 	<p>Ask learners series of questions to review their understanding of the lesson</p>



WEEK 12

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Systems	
Class: B1	Class Size:	Sub Strand: The Human Body System	
Content Standard: BI.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function		Indicator: BI.3.1.1.1 Identify the external human body parts by their appropriate names.	Lesson: 1 OF 1
Performance Indicator: Learners can Identify the external human body parts by their appropriate names.		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Learners, pictures, videos, paper, pencils, crayons	
New words			
References: Science Curriculum Pg. 26			
DAYS PHASE 1: STARTER PHASE 2: MAIN PHASE 3: PLENARY			
	Engage learners to sing some action songs <u>SHOW ME</u> Show me your head oo, This is my head oo. Show me your eyes oo, This is my eyes oo. Etc.	Revise with learners on the functions of body parts. Learners to role the functions of the parts of the body. e.g. my name is head. The store up the brains of the body. I help the eye, nose, ear and more to be in their position etc.	Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board



		Assessment: Change roles of learners to rotate the body parts using flash cards.	
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Learners draw a human body and use a color of their choice to color their drawing.</p> <p>Learners can trace an outline of the human body on a cardboard or paper.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>
	<p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Encourage learners to create gallery or an album of body parts.</p> <p>Learners display their work for discussion and appreciation.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>



FIRST TERM LESSON PLAN

BASIC ONE (RELIGIOUS AND MORAL EDUCATION)

WEEK 1

Name of School:

Name of Teacher:

Week Ending:		Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's Creation and Attributes	
Class: BI	Class Size:	Sub Strand: God the Creator	
Content Standard: BI.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life.		Indicator: BI.1.1.1.1 Explain who the creator is	Lesson: I OF I
Performance Indicator: Learners can explain who the creator is		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
New words	Creator, spirit		
References: RME Curriculum Pg. 5			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to share some Bible quotations they are familiar with. e.g. 'In the beginning God created the heavens and the earth ...'</p> <p>Have learners to recite rhymes, sing songs about God's creation: human beings, animals, trees, rivers, moon, stars, sea and mountains.</p>	<p>Ask the learners to discuss God as the creator in groups. The groups should share their thought with the class.</p> <p>Through whole class discussion, guide the learners to give the attributes of God. The following should be considered:</p> <ol style="list-style-type: none"> 1. God is a spirit. 2. He does not die. 3. God is self-existence; <p>Guide learners to brainstorm why we say God is a spirit? Let the pupils contribute individually.</p> <p>In groups, learners discuss who the creator is.</p> <ul style="list-style-type: none"> • He is God, the originator of all things. • He provides all our needs: air, food, water, life, etc. <p><u>Assessment</u> Underline the correct answers</p> <ol style="list-style-type: none"> 1. Which one is the attribute of God? <ol style="list-style-type: none"> a. Human being b. Ghost c. Air d. Spirit 	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson <p><u>Homework</u> Underline the correct answers</p> <ol style="list-style-type: none"> 1. Where does God live? <ol style="list-style-type: none"> [a] Church [b] Heaven [c] Tent [d] Mountains



WEEK 2

Week Ending:		Subject: RELIGIOUS & MORAL EDUCATION
Duration: 60mins		Strand: God's Creation and Attributes
Class: B1	Class Size:	Sub Strand: God the Creator
Content Standard: B1.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life.		Indicator: B1.1.1.1.1 Explain who the creator is
		Lesson: 1 OF 1
Performance Indicator: Learners can explain who the creator is		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.	
New words	Creator, spirit	
References: RME Curriculum Pg. 5		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to share some Bible quotations they are familiar with. e.g. 'In the beginning God created the heavens and the earth ...'</p> <p>Have learners to recite rhymes, sing songs about God's creation: human beings, animals, trees, rivers, moon, stars, sea and mountains.</p>	<p>Ask the learners to discuss God as the creator in groups. The groups should share their thought with the class.</p> <p>Through whole class discussion, guide the learners to give the attributes of God. The following should be considered:</p> <ol style="list-style-type: none"> 1. God is a spirit. 2. He does not die. 3. God is self-existence; <p>Guide learners to brainstorm why we say God is a spirit? Let the pupils contribute individually.</p> <p>In groups, learners discuss who the creator is.</p> <ul style="list-style-type: none"> • He is God, the originator of all things. • He provides all our needs: air, food, water, life, etc. <p><u>Assessment</u> Underline the correct answers</p> <ol style="list-style-type: none"> 1. Which one is the attribute of God? <ol style="list-style-type: none"> a. Human being b. Ghost c. Air d. Spirit 	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson <p><u>Homework</u> Underline the correct answers</p> <ol style="list-style-type: none"> 1. Where does God live? <ol style="list-style-type: none"> [a] Church [b] Heaven [c] Tent [d] Mountains



WEEK 3

Week Ending:		Subject: RELIGIOUS & MORAL EDUCATION
Duration: 60mins		Strand: God's Creation and Attributes
Class: B1	Class Size:	Sub Strand: God the Creator
Content Standard: B1.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life.		Indicator: B1.1.1.1.1 Explain who the creator is
Performance Indicator: Learners can explain who the creator is		Lesson: 1 OF 1
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.	
New words	Creator, spirit	
References: RME Curriculum Pg. 5		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to share some Bible quotations they are familiar with. e.g. 'In the beginning God created the heavens and the earth ...'</p> <p>Have learners to recite rhymes, sing songs about God's creation: human beings, animals, trees, rivers, moon, stars, sea and mountains.</p>	<p>Ask the learners to discuss God as the creator in groups. The groups should share their thought with the class.</p> <p>Through whole class discussion, guide the learners to give the attributes of God. The following should be considered:</p> <ol style="list-style-type: none"> 1. God is a spirit. 2. He does not die. 3. God is self-existence; <p>Guide learners to brainstorm why we say God is a spirit? Let the pupils contribute individually.</p> <p>In groups, learners discuss who the creator is.</p> <ul style="list-style-type: none"> • He is God, the originator of all things. • He provides all our needs: air, food, water, life, etc. <p><u>Assessment</u> Underline the correct answers</p> <ol style="list-style-type: none"> 1. Which one is the attribute of God? <ol style="list-style-type: none"> a. Human being b. Ghost c. Air d. Spirit 	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson <p><u>Homework</u> Underline the correct answers</p> <ol style="list-style-type: none"> 1. Where does God live? <ol style="list-style-type: none"> [a] Church [b] Heaven [c] Tent [d] Mountains



WEEK 4

Week Ending:		Subject: RELIGIOUS & MORAL EDUCATION
Duration: 60mins		Strand: God's Creation and Attributes
Class: B1	Class Size:	Sub Strand: God the Creator
Content Standard: B1.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life.		Indicator: B1.1.1.1.1 Explain who the creator is
Performance Indicator: Learners can explain who the creator is		Lesson: 1 OF 1
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.	
New words	Creator, spirit	
References: RME Curriculum Pg. 5		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to share some Bible quotations they are familiar with. e.g. 'In the beginning God created the heavens and the earth ...'</p> <p>Have learners to recite rhymes, sing songs about God's creation: human beings, animals, trees, rivers, moon, stars, sea and mountains.</p>	<p>Ask the learners to discuss God as the creator in groups. The groups should share their thought with the class.</p> <p>Through whole class discussion, guide the learners to give the attributes of God. The following should be considered: 1. God is a spirit. 2. He does not die. 3. God is self-existence;</p> <p>Guide learners to brainstorm why we say God is a spirit? Let the pupils contribute individually.</p> <p>In groups, learners discuss who the creator is.</p> <ul style="list-style-type: none"> • He is God, the originator of all things. • He provides all our needs: air, food, water, life, etc. <p><u>Assessment</u> Underline the correct answers 1. Which one is the attribute of God? a. Human being b. Ghost c. Air d. Spirit</p>	<p>Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson</p> <p><u>Homework</u> Underline the correct answers 1. Where does God live? [a] Church [b] Heaven [c] Tent [d] Mountains</p>



WEEK 5

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God his creation and attributes	
Class: BI	Class Size:	Sub Strand: God the Creator	
Content Standard: BI. 1.1.1. Explain who the Creator is		Indicator: BI. 1.1.1.2: Mention the names of some of the things God created.	Lesson: I OF I
Performance Indicator: Learners can mention the names of some of the things God created.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
New words	Heaven, Earth, sun, moon, sky		
References: RME Curriculum Pg. 2			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Engage learners with pictures, charts, video clips and songs showing some of the things God created: humankind, animals, trees, rivers, the sea and mountains. Let learners draw, color and model some of the things God created. Help learners to role play, recite rhymes and sing songs about some of the things God created.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.



WEEK 6

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

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to sing songs and recite rhymes Ezekiel cried, "Dem dry bones! Ezekiel cried, "Dem dry bones! Ezekiel cried, "Dem dry bones! "Oh, hear the word of the Lord</p> <p>The foot bone connected to the leg bone, The leg bone connected to the knee bone The knee bone connected to the thigh bone. The thigh bone connected to the back bone. The back bone connected to the neck bone, The neck bone connected to the head bone, Oh, hear the word of the Lord!</p>	<p>In groups, guide learners to talk about the attributes of God.</p> <p>Engage learners with pictures, charts, songs and role play to demonstrate attributes of God showing: <i>love to one another, truthfulness, kindness, patience, mercy, etc. at home, school and community.</i></p> <p>Let learners role play the following activities:</p> <ul style="list-style-type: none"> - home: family members caring for one another, - school: teachers and learners demonstrate care and love among themselves and - community: visits to the hospital and orphanage, etc. 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>



WEEK 7

Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: Religious Practices	
Class: B1	Class Size:	Sub Strand: Religious Worship	
Content Standard: BI.2.1.1. Demonstrate the understanding of religious worship		Indicator: BI 2.1.1.1 Name the three main types of worship in Ghana	Lesson: 1 OF 1
Performance Indicator: • Learners can examine some attributes of God.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words			
References: RME Curriculum Pg. 3			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners to sing songs and recite familiar rhymes in relation to the lesson</p> <p><u>I AM A CHRISTIAN</u> I am a C I am a CH I am a CHRISTIAN And I am CHRISTIAN in my heart. And I will LIVE forever</p>	<p>Show pictures, video clips of people worshipping among the three main religions in Ghana. - Christian worship, - Islamic worship and - Traditional worship.</p> <p>Have learners to mention the various religions they belong to.</p> <p>Have learners to demonstrate some of the acts of worship of their religions.</p> <p>Assessment: Let learners role-play the act of worship in the three main religions in Ghana</p>	<p>What have we learnt today?</p> <p>The three main types of worship in Ghana</p> <p>Have learners to summarize the main points in the lesson.</p> <p>Review the lesson, and have them to appreciate the act of worship of the three religions despite their own worship.</p>



WEEK 8


Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION
Duration: 60mins		Strand: Religious Practices
Class: B1	Class Size:	Sub Strand: Religious Worship
Content Standard: BI.2.1.1. Demonstrate the understanding of religious worship		Indicator: BI 2.1.1.1 Name the three main types of worship in Ghana
Performance Indicator: • Learners can examine some attributes of God.		Lesson: I OF I
Performance Indicator:		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.	
New words		
References: RME Curriculum Pg. 3		

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



WEEK 9

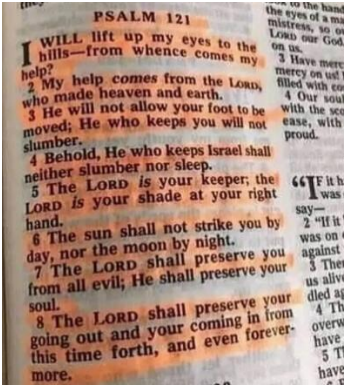
Week Ending:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: Religious Practices	
Class: BI	Class Size:	Sub Strand: Religious Worship	
Content Standard: BI.2.1.1. Demonstrate the understanding of religious worship		Indicator: BI 2.1.1.2: Recite religious passages and sing religious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

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



WEEK 10


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

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



WEEK 11


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

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



WEEK 12

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

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



FIRST TERM LESSON PLAN

BASIC ONE (HISTORY)

WEEK I

Name of School:

Name of Teacher:

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: History As A Subject	
Class: B1	Class Size:	Sub Strand: How and why 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 Explain that History deals with past human activities	Lesson: I OF I
Performance Indicator: Learners can explain that History deals with past human activities			Core Competencies: Learners become critical thinkers and digital literates
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words	classmates, activities, past		
References: History Curriculum Pg.			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Start by asking learners to sing a song or perform actions relating to festivals celebrated in the community, or activities that they do at school.</p> <p>Hold a class discussion and ask learners to describe what they know about the festivals and why we celebrate them. They can also talk about the activities that they do at school</p>	<p>Discuss the concepts in the Learner's Book with learners.</p> <p>Learners work in groups to talk about an activity or event that happened on their first day of school.</p> <p>Let them describe what happened and who the people were who took part.</p> <p>Ask leading questions so that their answers can guide them to understand that they are remembering an activity or event that has already happened.</p> <p>Elicit from learners that something that has already happened is in the 'past'.</p> <p><u>Assessment</u> List any three things that happened on your first day at school.</p>	<p>Let learners talk in groups about happy and sad activities and events that they have experienced in the past.</p> <p>Examples could include gifts they've received, festivals or celebrations, deaths of relatives or pets, accomplishments at school, and travels or visits to other places.</p> <p>Ask learners to think about how these events happening in the past have affected their life today</p>



	<p>Start by asking learners to sing a song or perform actions relating to festivals celebrated in the community, or activities that they do at school.</p> <p>Hold a class discussion and ask learners to describe what they know about the festivals and why we celebrate them. They can also talk about the activities that they do at school</p>	<p>Encourage learners to talk about the stories of the people and festivals described in the Learner's Book and to contribute other details that they know.</p> <p>Let them also give their own examples of other stories about people and festivals to facilitate understanding.</p> <p><u>Assessment</u> Ask learners to write a poem about something that happened on their first day of school.</p> <p>Encourage them to give each other positive feedback on the poems.</p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?
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WEEK 2

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: History as a Subject	
Class: B1	Class Size:	Sub Strand: Why & How We Study History	
Content Standard: B1.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life.		Indicator: B1.1.1.1.1 Explain that history deals with past human activities.	Lesson: 1 OF 1
Performance Indicator: Learners can explain that history deals with past human activities		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words	scared, excited, funeral, festival		
References: History Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Sing a song about an activity that happened in the past.</p> <p>Look at a calendar and discuss activities that happened in the past, such as a birthday or community festival.</p> <p>Hold a class discussion about activities that happened in the past. Ask learners to name different activities.</p>	<p>Ask learners to say how different activities make them feel. List the activities and group them according to their feelings.</p> <p>Discuss why certain activities make us feel a certain way.</p> <p>Ask learners to list different kinds of emotions and feelings.</p> <p>Discuss feelings and how activities make learners feel.</p> <p>Give learners a specific activity, such as a wedding, and ask learners to tell the class how they feel at a wedding.</p> <p>Repeat using other activities such as a birthday, a festival, and so on.</p>	<p>Have learners talk about objects from the past.</p> <p>Encourage learners to bring something from home that is from the past. Have a 'show and tell' for the other learners to see the object. Remind learners to treat these objects with care</p>
	<p>Sing a song about an activity that happened in the past.</p> <p>Look at a calendar and discuss activities that happened in the past, such as a birthday or community festival.</p> <p>Hold a class discussion about activities that happened in the past. Ask learners to name different activities.</p>	<p>Show learners a range of pictures of past events such as birthdays and festivals or school functions.</p> <p>Help the learners put these events into chronological order.</p> <p>Let learners act out the past activities from today. Ask the class to guess which activities they have already done today.</p>	<p>Have learners talk about objects from the past.</p> <p>Encourage learners to bring something from home that is from the past. Have a 'show and tell' for the other learners to see the object. Remind learners to treat these objects with care</p>



		<p>Show learners pictures or objects from the past. Let learners identify the pictures or objects. Discuss how they were used and ask learners to tell you what we use now instead.</p> <p>Ask learners to help you put the pictures or objects in chronological order from oldest to newest.</p>	
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WEEK 3

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: History as a Subject	
Class: B1	Class Size:	Sub Strand: Why & How We Study History	
Content Standard: B1.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life.		Indicator: B1.1.1.1.1 Explain that history deals with past human activities.	Lesson: 1 OF 1
Performance Indicator: Learners can explain that history deals with past human activities		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
New words	scared, excited, funeral, festival		
References: History Curriculum Pg. 2			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Tell a story about a past activity or story indigenous to Ghana.</p> <p>Sing a song about a storyteller.</p> <p>Ask learners to tell you about any great well-known men or women of Ghana.</p> <p>Remind learners that stories can make us feel different emotions. Ask learners to name the different emotions, such as 'happy' or 'sad'.</p>	<p>Ask learners to tell you about stories that their parents and grandparents have told them. Ask learners what they have learnt from these stories</p> <p>Introduce them to Yaa Asantewaa using a picture on the internet or from a book and talk about her.</p> <p>Tell the story of Tetteh Quarshie. Show learners a picture of the blacksmith and discuss how he brought cocoa to Ghana.</p> <p>Tell the story of Dr. Kwame Nkrumah. Show pictures from books or the internet. Explain that he was the first prime minister and president of Ghana.</p> <p>Talk about the festival of Homowo. Ask learners to tell you what they know about the festival and why it is celebrated.</p>	<p>Ask learners to perform the following by way of reflecting deep on the lesson:</p> <ol style="list-style-type: none"> 1. Narrate brief what you learned during the lesson 2. In a few sentences tell the class how you will apply the knowledge you acquire during the lesson in your daily life 3. Which part of the lesson did you find interesting 4. Which aspect of the lesson did you not understand?
	<p>Discuss their history with learners and talk about how it shapes their lives. Ask learners to tell you things that they remember.</p> <p>Encourage learners to bring something to school from their past, such as a</p>	<p>Discuss how past events and activities are called history, because they have already happened.</p> <p>Ask learners to tell you some of their family history. Ask questions such as: Where were you born? Where did your parents grow up?</p>	<p>Ask learners to perform the following by way of reflecting deep on the lesson:</p> <ol style="list-style-type: none"> 1. Narrate brief what you learned during the lesson 2. In a few sentences tell the class how you will apply the knowledge you acquire



	photograph of their naming ceremony or a toy from when they were a baby.	Where did your parents go to school?; and so on, to encourage learners to think of their past.	during the lesson in your daily life 3. Which part of the lesson did you find interesting
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WEEK 4

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: History as a Subject	
Class: B1	Class Size:	Sub Strand: Why & How We Study History	
Content Standard: B1.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life.		Indicator: B1.1.1.1.2 Describe how sources of historical evidence help us find out about past human activities	Lesson: 1 OF 1
Performance Indicator: Learners can describe how sources of historical evidence help us find out about past human activities		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	pictures and videos about traditional stories, symbols, objects, tools, dances, music		
New words	customs, traditions, behave, traditional, patterns, kente cloth, weddings, celebrations		
References: History Curriculum Pg. 2			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Tell learners a traditional folk tale.</p> <p>Show learners kente cloth pictures or actual material and discuss the colors and patterns.</p> <p>Revise the names of colors.</p>	<p>Ask learners to talk about traditional stories that they have heard at home.</p> <p>Let them describe or retell the story, what happened and who the people in the story were.</p> <p>Talk about customs and traditions, and elicit from learners which traditions they follow at home and where these traditions and customs come from.</p> <p>Show learners traditional symbols, objects and tools, either pictures from the internet or books, or the real objects.</p> <p>Explain how these pictures tell us how people lived long ago. Ask learners to tell you if they have any such symbols, objects or tools at home.</p> <p>Let learners describe them to the class and say what they are used for.</p>	<p>Let learners talk in groups about traditional stories that they have heard from their families.</p> <p>Let learners draw pictures of traditional objects, symbols and tools for display in the classroom.</p>
	<p>Play traditional music for learners and talk about how it makes them feel.</p> <p>Talk about when traditional music is used. Show learners</p>	<p>Show learners an example of kente cloth. Talk about the patterns and colors on the cloth.</p>	<p>Ask learners to say which colors and patterns on kente cloth are their favorite and why.</p>




	<p>pictures of historical places and ask learners to name the places.</p> <p>Sing a traditional song or do a traditional dance</p>	<p>Talk about the meanings of the patterns and colors on the kente cloth.</p> <p>Explain that the colors have the following meanings:</p> <ul style="list-style-type: none"> - <i>Gold: royalty, wealth</i> - <i>Yellow: royalty, wealth</i> - <i>White: purity, healing</i> - <i>Blue: peace, love</i> - <i>Green: harvest, growth</i> - <i>Red: blood, strong feelings</i> - <i>Maroon: mother Earth, healing</i> - <i>Purple: Earth, healing</i> - <i>Black: spirits of the ancestors</i> <p>Play learners some examples of traditional music. Ask learners to tell you where they have heard the music before, for example, a wedding, festival or funeral.</p> <p>Discuss the different types of music for different events. Show learners some traditional dances done at celebrations and festivals.</p> <p>Ask learners to do these dances for the class.</p>	<p>Let learners make up a dance using some traditional dance moves to show the class. Ask them to name the dance and the celebration, for example, a birthday.</p>
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WEEK 5


Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: History as a Subject	
Class: B1	Class Size:	Sub Strand: Why & How We Study History	
Content Standard: B1.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life.		Indicator: B1.1.1.2 Describe how sources of historical evidence help us find out about past human activities	Lesson: I OF I
Performance Indicator: Learners can describe how sources of historical evidence help us find out about past human activities		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: History Curriculum Pg. 2			

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



WEEK 6


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

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Have learners to Identify any activity performed in the past which has not been performed again. E.g. Independence Day celebrations</p>  <p>Have learners to List any past events they have witnessed</p> <p>Learners to Explain those events since those activities were performed in the past, they qualify to be called history</p> <p>Learners sing a song, recite a rhyme or watch a documentary of any past activity.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>



WEEK 7

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

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Have learners to Identify any activity performed in the past which has not been performed again. E.g. Independence Day celebrations</p>  <p>Have learners to List any past events they have witnessed</p> <p>Learners to Explain those events since those activities were performed in the past, they qualify to be called history</p> <p>Learners sing a song, recite a rhyme or watch a documentary of any past activity.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>



WEEK 8

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



WEEK 9

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: History as a Subject	
Class: B1	Class Size:	Sub Strand: Community History	
Content Standard: B1.1.4.2. Recount history about their communities.		Indicator: B1.1.4.2.1 State the similarities and differences between the communities where learners live	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can state the similarities and differences between the communities where learners live 		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: History Curriculum Pg. 3			
DAYS			
	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc.</p> <p>Learners list the names of historical sites starting with the oldest to the most recent</p> <p>Assessment: have learners sort out historical pictures and relate to the pictures</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners sketch what they have seen on their visit</p> <p>Compare sketches drawn with pictures of historical sites from other communities</p> <p>Learners discuss their sketches bringing out similarities and differences in the sites they visited</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>



WEEK 10

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: History as a Subject	
Class: B1	Class Size:	Sub Strand: Community History	
Content Standard: B1.1.4.2. Recount history about their communities.		Indicator: B1.1.4.2.1 State the similarities and differences between the communities where learners live	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can state the similarities and differences between the communities where learners live 		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: History Curriculum Pg. 3			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc.</p> <p>Learners list the names of historical sites starting with the oldest to the most recent</p> <p>Assessment: have learners sort out historical pictures and relate to the pictures</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners sketch what they have seen on their visit</p> <p>Compare sketches drawn with pictures of historical sites from other communities</p> <p>Learners discuss their sketches bringing out similarities and differences in the sites they visited</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>



WEEK 11

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: History as a Subject	
Class: B1	Class Size:	Sub Strand: Community History	
Content Standard: B1.1.4.2. Recount history about their communities.		Indicator: B1.1.4.2.1 State the similarities and differences between the communities where learners live	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can state the similarities and differences between the communities where learners live 		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: History Curriculum Pg. 3			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc.</p> <p>Learners list the names of historical sites starting with the oldest to the most recent</p> <p>Assessment: have learners sort out historical pictures and relate to the pictures</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners sketch what they have seen on their visit</p> <p>Compare sketches drawn with pictures of historical sites from other communities</p> <p>Learners discuss their sketches bringing out similarities and differences in the sites they visited</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>



WEEK 12

Week Ending:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: History as a Subject	
Class: B1	Class Size:	Sub Strand: Community History	
Content Standard: B1.1.4.2. Recount history about their communities.		Indicator: B1.1.4.2.1 State the similarities and differences between the communities where learners live	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can state the similarities and differences between the communities where learners live 		Core Competencies: Learners to become critical thinkers and digital literates	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: History Curriculum Pg. 3			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc.</p> <p>Learners list the names of historical sites starting with the oldest to the most recent</p> <p>Assessment: have learners sort out historical pictures and relate to the pictures</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners sketch what they have seen on their visit</p> <p>Compare sketches drawn with pictures of historical sites from other communities</p> <p>Learners discuss their sketches bringing out similarities and differences in the sites they visited</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>



FIRST TERM LESSON PLAN
BASIC ONE (CREATIVE ARTS)
WEEK I

Name of School:

Name of Teacher:

Week Ending:	DAY:	Subject: Creative Arts
Duration: 60mins per lesson		Strand: Visual Arts
Class: B1	Class Size:	Sub Strand: Thinking and Exploring Ideas
Content Standard: B1 I.I.I Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: B1 I.I.I.I Think about the people who live in the local community and describe what you know about their history and their culture or way of life
Performance Indicator: Learners can describe their history and their culture or way of life.		Lesson: I OF I
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg.		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Display some artefacts on the teachers table and ask learners to identify and relate to them.</p> <p>Have learners tell the uses of the artefacts identified.</p>	<p>Engage learners to think about the different groups of people who live in the local community (your village, town, city or district);</p> <p>Share ideas they have about the history of the people (including where they came from, the leaders who brought them, how the village started)</p> <p>Share stories that describe the culture or way of life (including their language, the food they eat, their dressing, type of buildings, farming tools, way of cooking, body marks, songs, dances, artworks) of people in the community</p> <p>Listen to and ask questions about stories told by community elders or resource persons that explain the history and culture of the people in the community</p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?
	<p>Display some artefacts on the teachers table and ask learners to identify and relate to them.</p>	<p>Take a walk in the community to visit famous buildings (such as the post office, chief's palace, and old buildings), important places and old sites of the community. Where possible, view photographs or use ICT</p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson.



	<p>Have learners tell the uses of the artefacts identified.</p> <p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>devices (such as computer) to view pictures or watch videos of artworks on the internet.</p> <p>In groups, learners share what they learnt during the visits. Encourage them to ask leading questions for clarification.</p> <p>Write and use ideas gained to plan to create own visual artworks that describe the people and how they live.</p>	<p>2. Tell the class how you will use the knowledge they acquire during the lesson.</p> <p>3. Which aspects of the lesson did you not understand?</p>
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WEEK 2

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



WEEK 3

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts	
Class: B1	Class Size:	Sub Strand: Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: B1 1.2.2.1 /B1 1.2.3.1 Create own artworks from imagination using available tools, materials and methods.	Lesson: 1 OF 1
Performance Indicator: Learners can create own artworks from imagination using available tools, materials and methods.		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools,		
References: Creative Arts Curriculum Pg. 5			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival. Ask learners to talk about parts of the video or pictures that interest them.	Learners are to refresh their memory on visual artworks that are produced or found in the local community. Recall all kinds of visual artworks that reflect the history and culture of the people. Make decisions on how the artworks reflect the history and culture or way of life of people in the local community.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn
	Ask learners questions to review learners understanding in the previous lesson.	Learners are to carefully select and use available tools, materials and methods of production to make own visual artworks such as drawing, doodling, patterns and modelling that reflect the history and culture of the people. Guide learners to create useful artworks that reflects the history and culture of the local community, such as stools and symbols.	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson




WEEK 4

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Performing Arts	
Class: B1	Class Size:	Sub Strand: Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: B1.2.2.2.1/ B1.2.2.3.1 Create own artworks based on performing artworks produced or performed in the local community	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can create own artworks based on performing artworks produced or performed in the local community 		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
References: Creative Arts Curriculum Pg. 5			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Start the lesson with a recap of the previous lesson.</p> <p>Allow learners to reflect on what they learnt from the previous lesson</p>	<p>Learners are to refresh their memory on music, dance and drama that are produced or found in the local community.</p> <p>Recall all kinds of music, dance, drama that reflect the history and culture of the people.</p> <p>Make decisions on how the performing artworks they plan to make or perform will reflect the history and culture or way of life of the people</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p>
	<p>Start the lesson with a recap of the previous lesson.</p> <p>Allow learners to reflect on what they learnt from the previous lesson</p>	<p>Engage learners are to plan and perform basic dance movements and patterns based on dances performed in the local and community</p> <p>Select and use suitable and appropriate instruments and resources such as drums, shakers, rattles and whistles to create own music, dance and drama</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p>



WEEK 5

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts	
Class: B1	Class Size:	Sub Strand: Displaying and Sharing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: B1.1.3.4.1/B1.1.3.5.1 Plan a display of own artworks that reflect the history and culture or way of life of people in the local community.	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can plan a display of own artworks that reflect the history and culture or way of life of people in the local community. 		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
References: Creative Arts Curriculum Pg. 5			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to play games, sing songs and recite rhymes to begin the lesson.</p> <p>Using questions and answers review learners on the previous lesson.</p>	<p>Learners are to watch pictures on an exhibition that was held previously in their circuit.</p>  <p>Engage learners to discuss the need for displaying portfolio of own visual artworks.</p> <p>Plan a display of own portfolio of visual artworks to share, educate and inform the public on the history and culture of people in the local community.</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>
	<p>Engage learners to play games, sing songs and recite rhymes to begin the lesson.</p> <p>Using questions and answers review learners on the previous lesson.</p>	<p>Guide learners to make artworks on their own. It may include paintings, collage, paper work, drawings etc.</p> <p>Go round the class to ensure that learners are following the right orders.</p> <p>Learners to display portfolio of own visual artworks to educate and inform the public on the history and</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>



		culture of people in the local community	
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WEEK 6

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Performing Arts	
Class: B1	Class Size:	Sub Strand: Displaying And Sharing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: BI 2.3.4.1 Plan a display of own artworks to reflect the history and culture or way of life of the people	Lesson: 1 OF 1
Performance Indicator: Learners can plan a display of own artworks to reflect the history and culture or way of life of the people		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 18			
DAYS			
	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Learners are to watch pictures of performances that reflect the history and culture of the Ghanaian people.</p> <p>Let learners talk about the pictures and tell the class the part of the pictures that interest them most.</p> <p>Learners to perform parts of the video in groups.</p> <p>Discuss the need for performing compositions of own music, dance, drama, poetry, etc.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Guide learners to plan a display of portfolio of own music, dance or drama</p> <p>Have learners talk about how they felt performing their own compositions.</p> <p>Learners to talk about</p> <p><i>i. what they learnt from the performance of other groups.</i></p> <p><i>ii. what other things they would want to do to improve upon their compositions.</i></p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>



WEEK 7

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts	
Class: B1	Class Size:	Sub Strand: Appreciating and Appraising	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: B1.1.4.6.1/B1.1.4.7.1 Agree on guidelines for viewing and expressing feelings and thoughts about own and others' displayed visual artworks.	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can agree on guidelines for viewing and expressing feelings and thoughts about own and others' displayed visual artworks. 		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
References: Creative Arts Curriculum Pg. 24			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Appreciating in art is the ability of people to look at a work of art and understand how the work was made.</p> <p>Explain to learners the guidelines and have them agree to it.</p> <ul style="list-style-type: none"> ➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i> ➤ The subject matter: <i>this stage talks about the meaning of the work.</i> ➤ Appraisal: <i>this stage talks of the use of the artwork.</i> ➤ Experience to share: <i>this stage talks about the design process</i> 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson</p>	<p>Learners are to display selected works that reflect the history and culture of the people of Ghana.</p> <p>Talk about the works dispassionately using the developed guidelines.</p> <p>Use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt.</p>



		Record the activity and share using a social media platform accepted by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp).	
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WEEK 8


Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Performing Arts	
Class: B1	Class Size:	Sub Strand: Appreciating and Appraising	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: B1.2.4.6.1/B1.2.4.7.1 use the agreed guidelines to examine and derive meaning from own and others' displayed performing artworks.	Lesson: 1 OF 1
Performance Indicator: Learners can use the agreed guidelines to examine and derive meaning from own and others' displayed performing artworks.		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools,		
References: Creative Arts Curriculum Pg. 24			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Use questions and answers to revise the previous lesson with learners.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>The easiest way to understand and appreciate a performance is to develop a relevance and appropriate criteria or checklist</p> <p>Guide learners to create a checklist or criteria for appreciating and appraising a performance;</p> <ul style="list-style-type: none"> ➤ Creative process ➤ Subject matter ➤ Selection and use of instruments and elements ➤ Styles and techniques ➤ Originality or creativity ➤ Use of space ➤ Selection and use of costumes ➤ Symbolism and cultural relevance ➤ Aesthetic qualities ➤ suitability 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	<p>Show pictures of people performing dance to learners'</p> <p>let learners observe and talk about the pictures</p>	<p>Lead a discussion to explain the criteria with learners.</p> <p>Now let learners use the checklist to appreciate and appraise a previous art performance in class.</p> <p>Put learners into groups of 2 or 3 depending on the size of the class.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>



		<p>Invite each group to perform the dance as others will be observing.</p> <p>Set up a three member judge to use the checklist or criteria to appraise the performance of each group.</p>	
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WEEK 9

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




		 <p>Let learners create a gallery with their drawings.</p>	
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WEEK 10

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Performing Arts	
Class: BI	Class Size:	Sub Strand: Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: BI.1.2.2.4 /BI.2.2.2.4 create own visual artworks that reflect local topical issues in the local community.	Lesson: I OF I
Performance Indicator: <ul style="list-style-type: none"> Learners can create own visual artworks that reflect local topical issues in the local community. 		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 24			


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



	Engage learners to play games and sing songs to begin the lesson.	Let learners put on their local costumes to perform the artwork in groups as teacher(s) observe. <i>(Other teachers can be invited to observe)</i>	
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WEEK 11

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts & Performing Arts	
Class: B1	Class Size:	Sub Strand: Displaying and Sharing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: BI.1.3.4./BI.1.3.5. Plan for a display of own visual artworks	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can plan for a display of own visual artworks 		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Guide learners to plan an arrangement of own artworks to share, educate and inform the public on topical issues of the local community.</p> <p>Learners should select a theme for their art. E.g. go green or save trees.</p> <div style="text-align: center;">  </div> <p>Learners should plan their art in a sketch form.</p>	<p>Teacher moves round the class to monitor the progress of learners in their sketches.</p> <p>Encourage learners to come out with good sketches.</p> <p>Give out manual invitations cards to learners to be given to their parents.</p>
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Organize a place for the exhibition.</p> <p>Invite other teachers to witness the artwork. Set the stage for learners to display their artwork.</p> <p>Evaluate individual art and allow pupils to talk about them in the form of appraisal.</p> <p>Discuss the moral lessons in the song.</p>	<p>Appreciate and thank parents for their presence.</p> <p>Let learners organize themselves to clean up the place after the exhibition.</p>



WEEK 12

Week Ending:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts & Performing Arts	
Class: B1	Class Size:	Sub Strand: Appreciating and Appraising	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		Indicator: BI.1.4.6 /BI.2.4.7 Use the agreed guidelines to examine and derive meaning from own displayed artworks.	Lesson: I OF I
Performance Indicator: <ul style="list-style-type: none"> Learners can use the agreed guidelines to examine and derive meaning from own displayed artworks. 		Core Competencies: Decision Making Creativity, Innovation Communication	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 24			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. clay pot</p> <div style="text-align: center;">  </div> <p>Theme: <i>Unity</i> Subject matter: <i>Historical</i> Media: <i>Clay</i> Techniques: <i>coiling method</i> Uses: <i>for fetching and storing water</i> Future modification: <i>addition of handles</i></p>	<p>Assessment: Present learners with different artworks for them to use the guidelines in appreciating and appraising.</p> <p>Summarize lesson activities with learners.</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Performing artworks include dance, music and drama.</p> <p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. Agbadza dance</p>	<p>Review the lesson activities through questions and answers.</p>





Let learners talk about the theme, gestures, makeup, costume, stage use and stage setting as they watch the video or pictures of the dance.

FIRST TERM LESSON PLAN
BASIC ONE (GHANAIAN LANGUAGE)
WEEK I

Name of School:

Name of Teacher:

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Oral Language	
Class: B1	Class Size:	Sub Strand: Songs	
Content Standard: B1.1.1.1: Demonstrate knowledge of a song by saying the words heard in the song after listening attentively		Indicator: B1.1.1.1.1 Sing familiar songs of more than six lines and recognize place names heard in the song.	Lesson: I OF I
Performance Indicator: Learners can sing familiar songs of more than six lines and recognize place names heard in the song.		Core Competencies: Creativity and innovation, Communication and collaboration,	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 31			

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



	Invite one person from each group to write their answers on the board		
	Engage learners to play the crossword game Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available.	Let learners sing and dance to the song. Learners should listen to a song which has names of animals, things and places. Let learners sing and enjoy the song. Let learners mention names of people and animals in the song they have heard.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt



WEEK 2

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Oral Language	
Class: B1	Class Size:	Sub Strand: Story telling	
Content Standard: BI.1.4.1: Exhibit knowledge of listening and retelling simple stories.		Indicator: BI.1.4.1.1-3 Discuss the characters and events of a story	Lesson: I OF I
Performance Indicator: Learners can recognize and use postpositions in short sentences		Core Competencies: Creativity and innovation, Communication and collaboration,	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 56			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Show a clip or tell a story to learners. Use questions to elicit names of characters in stories watched or told in class from learners. Show a movie/play to learners. Tell or read an interesting story to learners.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Have learners to write letter patterns in the air. Engage learners to sing songs and dance to it	Discuss the story with the learners by talking about key issues. Encourage learners to retell the actions in the story. Let learners watch the clip again. Read the story line to the learners and direct them to role play the story.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Discuss the story with the learners by talking about key issues. Encourage learners to retell the actions in the story. Let learners watch the clip again. Read the story line to the learners and direct them to role play the story.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt



WEEK 3

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Oral Language	
Class: B1	Class Size:	Sub Strand: Story telling	
Content Standard: BI.1.4.1: Exhibit knowledge of listening and retelling simple stories.		Indicator: BI.1.4.1.1-3 Discuss the characters and events of a story	Lesson: I OF I
Performance Indicator: Learners can recognize and use postpositions in short sentences		Core Competencies: Creativity and innovation, Communication and collaboration,	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 56			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Show a clip or tell a story to learners. Use questions to elicit names of characters in stories watched or told in class from learners. Show a movie/play to learners. Tell or read an interesting story to learners.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Have learners to write letter patterns in the air. Engage learners to sing songs and dance to it	Discuss the story with the learners by talking about key issues. Encourage learners to retell the actions in the story. Let learners watch the clip again. Read the story line to the learners and direct them to role play the story.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Discuss the story with the learners by talking about key issues. Encourage learners to retell the actions in the story. Let learners watch the clip again.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt



		Read the story line to the learners and direct them to role play the story.	
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WEEK 4

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Reading	
Class: BI	Class Size:	Sub Strand: Pre Reading Activities	
Content Standard: BI.2.1.1: Recognize and talk about objects at home and school.		Indicator: BI.2.1.1.1.-3 Recognize and discuss the items in the home and school.	Lesson: I OF I
Performance Indicator: Learners can recognize and discuss the items in the home and school.		Core Competencies: Creativity and innovation, Communication and collaboration,	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 39			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play the crossword game Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available.	Show some concrete items to learners and ask learners to mention the names. Write the names of some items in the home and school on a manila card. Lead learners to mention the items on the manila card.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Put learners into groups Write a list of items on the chalkboard by wrongly spelling them and allow students to self-correct them. Invite one person from each group to write their answers on the board	Draw some items in the home and school on a manila card. Show some concrete items that can be found in home and school. Lead learners to recognize the items by mentioning the names of the items and group them under the following: "School Items" and "Home Items". Lead learners to apply their knowledge on colors, shapes and sizes to discuss the items.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Engage learners to play the crossword game Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available.	Learners should mention names of items in the home and school. Display some of the items in the class and call learners one by one to demonstrate how the item is used for.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt



		Lead learners through questions and answers to tell what each of the items are used for.	
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WEEK 5

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

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



WEEK 6

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

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

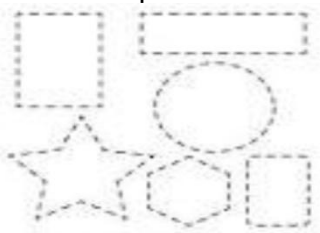
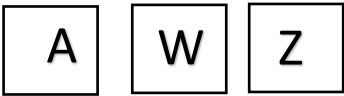


	<p>on the classroom wall. Ask learners to make a list of them.</p>	<p>Say them aloud for learners to repeat.</p> <p>Lead learners to create rhyming words with one and two syllable words.</p> <p>Let learners write the rhyming words on the board. Put learners in groups and do creating rhyming words game among the groups.</p>	<p>Let learners say 5 words they remember from the lesson.</p>
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WEEK 7

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Writing	
Class: BI	Class Size:	Sub Strand: Penmanship	
Content Standard: BI.3.1.1: Make given patterns, trace and draw various objects; model various objects that interest them.		Indicator: BI.3.1.1.1-3 Control wrist in letter writing and pattern drawing.	Lesson: I OF I
Performance Indicator: • Learners can control wrist in letter writing and pattern drawing.		Core Competencies: Creativity and innovation, Communication and collaboration,	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 49			

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



		<p>Lead learners to practice how to write letter patterns in continuous form.</p> <p>Display letter cards on the teachers table.</p> <p>Using a sand tray, call out learners in turns to pick letter cards and write it.</p>	
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WEEK 8

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Grammar Usage	
Class: B1	Class Size:	Sub Strand: Labelling items in the environment	
Content Standard: BI.3.3.1: Show an understanding of combining strokes to form shapes of letters of the alphabet and copying simple words name of people and places.		Indicator: BI.3.3.2.1 Label and mention items in the classroom/environment.	Lesson: 1 OF 1
Performance Indicator: Learners can label and mention items in the classroom/environment.		Core Competencies: Creativity and innovation, Communication and collaboration,	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 52			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Draw some of the items in the classroom and the environment on the board.</p> <p>Ask learners to label the items and tell their uses.</p> <p>Guide learners to mention the items one by one</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Write words on th board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson</p>	<p>Draw some of the items in the classroom and the environment on the board.</p> <p>Ask learners to label the items and tell their uses.</p> <p>Guide learners to mention the items one by one</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Draw some of the items in the classroom and the environment on the board.</p> <p>Ask learners to label the items and tell their uses.</p> <p>Guide learners to mention the items one by one</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>



WEEK 9

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Grammar Usage	
Class: B1	Class Size:	Sub Strand: Capitalization	
Content Standard: B1.5.1.1: Exhibit knowledge of writing capital letters.		Indicator: B1.5.1.1.1-3 write capital letters correctly.	Lesson: I OF I
Performance Indicator: • Learners can write capital letters correctly.		Core Competencies: Creativity and innovation, Communication and collaboration,	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 56			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Write the letters of the alphabet in upper case on cards and show it to learners. Guide learners through modelling to say them. Ask learners to write the capital letters correctly.	Ask learners series of questions to review their understanding of the lesson Ask learners to tell you what they have learnt Give learners individual or home task
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Write names of some objects using capital letters on flashcards. Lead learners to read the words. Let learners use capital letters to write names of the objects correctly.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the lesson	Ask learners to mention their names; write them on the board and discuss with them. Ask them to say what they see about the letters in the names. Write names of persons and places on manila card in capital letters. Guide learners to read the names and discuss the names with them. Let learners use capital letters to write the proper nouns	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.



WEEK 10

Week Ending:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Extensive Reading	
Class: BI	Class Size:	Sub Strand: Reading	
Content Standard: BI.6.1.1: Demonstrate knowledge by reading short and simple sentences made up of three to four word		Indicator: BI.6.1.1.1 Read simple sentences of about three to four words.	Lesson: I OF I
Performance Indicator: <ul style="list-style-type: none"> Learners can read simple sentences of about three to four words. 		Core Competencies: Creativity and innovation, Communication and collaboration,	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 56			

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



		<p>Call learners to read the sentences one by one.</p> <p>Allow other learners to point to the word /sentence as another learner reads.</p>	
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WEEK 11

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

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



		Call learners to read the sentences one by one.	
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WEEK 12

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

