

NANA FIIFI ACQUAH

**TERM THREE**  
**BASIC ONE**  
**WEEK 4**

NANA FIIFI ACQUAH SCHOOL

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SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

<b>Week Ending:</b>		<b>Class size:</b>			
<b>Day :</b>		<b>Date :</b>			
<b>Period :</b>		<b>Lesson :</b>			
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Listening Comprehension B. Phonics C. Writing Simple Words and Sentences D. Using Capitalisation E. Building the Love and Culture of Reading			
<b>Indicator (code)</b>	B1.1.7.1.4	B1.2.2.1.6.	B1.4.5.1.3	B1.5.1.1.3	B1.6.1.1.1
<b>Content standard (code)</b>	B1.1.7.1.4	B1.2.2.1.	B1.4.5.1.	B1.5.1.1.	B1.6.1.1.
<b>Performance Indicator</b>	A. Learners can listen to and produce descriptions of pictures and objects (e.g. vehicles, animals) B. Learners can use alphabetic knowledge to decode known words C. Learners can use basic descriptive words in writing simple sentence D. Learners can use capital letters to write other proper nouns E. Learners can read a variety of age – appropriate books and texts from print				
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
<b>Keywords</b>					
<b>T. L .R. (s)</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

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Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> <li>• Show pictures of common objects and animals to learners.</li> <li>• Have learners think-pair-share what they see in the picture.</li> </ul> <p>Have them describe, in groups/pairs, the pictures to one another in turns</p> <p>Assessment: let learners describe the pictures to one another in turns</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> <li>• Let learners sing an alphabet song.</li> <li>• Put them into groups and write sentences containing some new words for learners to decode by segmentation. e.g. This is a mango. This is my sister.</li> <li>• Have learners read similar words from the word charts.</li> </ul> <p>Assessment: let learners use alphabetic knowledge to decode known words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> <li>• Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc.</li> <li>• Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects.</li> <li>• Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. My classroom is big. The board is long and white. The doors and windows are big.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		Encourage learners to write two simple sentences each (Exceptional learners should write four simple sentences).  Assessment: let learners use basic descriptive words in writing simple sentence	
Thursday	Engage learners to sing songs and recite familiar rhymes	<u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u> Let them write the names of towns and particular places they are familiar with, beginning with capital letters, e.g. names of schools, Adukrom Primary School.  Assessment: let learners use capital letters to write proper nouns	What have we learnt today?  Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<u>E. EXTENSIVE READING</u> <ul style="list-style-type: none"> <li>• Using book tease or book talk, introduce the reading/library time.</li> <li>• Have a variety of age appropriate books for learners to make a choice from.</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li> <li>• Encourage them to read individually and in pairs, and provide support and encouragement.</li> </ul> Assessment: let learners read a variety of age – appropriate books and texts from print	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: MATHEMATICS

CLASS: ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> GEOMETRY AND MEASUREMENT		<b>Sub-strand :</b> 2D and 3D Shapes	
<b>Indicator (code)</b>	B1.3.1.1.1		
<b>Content standard (code)</b>	B1.3.1.1.		
<b>Performance Indicator</b>	Learners can distinguish between attributes that define a two-dimensional figure or three-dimensional figure and attributes that do not define the shape		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Counters		
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Identify 3D objects in the environment that have parts similar to a given 2D shape (e.g., find the parts of a can or bucket that are similar to a circle	Review the lesson with Learners


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	I'm counting one, what	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:  I'm counting	Identify 3D objects in the environment that have parts similar to a given 2D shape (e.g., find the parts of a can or bucket that are similar to a circle)  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Create a composite 2D shape from 2D shapes (i.e., build a new shape using triangle, circles, rectangles, or squares, or build a rectangle using squares or a square using triangles etc.) and describe it. (Make several of the logic block set below with card or plywood and paint them)    Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Create a composite 2D shape from 2D shapes (i.e., build a new shape using triangle, circles, rectangles, or squares, or build a rectangle using squares or a square using triangles etc.) and describe it. (Make several of the logic block set below with card or plywood and paint them)  	Review the lesson with Learners

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		Assessment: have learners to practice with more examples	
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone,</p>	<p>Create a composite 2D shape from 2D shapes (i.e., build a new shape using triangle, circles, rectangles, or squares, or build a rectangle using squares or a square using triangles etc.) and describe it. (Make several of the logic block set below with card or plywood and paint them)</p>  <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> FORCES AND ENERGY		<b>Sub-strand :</b> FORCES AND MOVEMENT	
<b>Indicator (code)</b>	B1.4.3.2.1		
<b>Content standard (code)</b>	B1.4.3.2.		
<b>Performance Indicator</b>	Learners can understand what simple machines are and cite common examples.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Engage learners in an activity to identify common machines in their homes and school.</li> <li>Assemble simple machines for learners to explore their uses in the home.</li> <li>Help learners to demonstrate the use of the provided machines for undertaking various tasks.eg opening bottles, picking up granules, etc.</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson



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		Assessment: let learners cite common examples of simple machines	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Elaborate on the importance of such machines in daily living.</li> <li>• Summarise learners' responses by explaining that machines enable work to be done easier and faster.</li> <li>• Engage learners to draw any of the devices of their choice.</li> </ul> <p>Assessment: let learners explain what simple machines are</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> The Family and the Community		<b>Sub-strand :</b> Roles and Relationships	
<b>Indicator (code)</b>	B1. 4.1.1.1:		
<b>Content standard (code)</b>	B1. 4.1.1.1		
<b>Performance Indicator</b>	Learners can identify the role of the individual members of the family.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners, in groups, talk about their roles and roles of their parents in the family:                             <ul style="list-style-type: none"> <li>- Parents: Provision of shelter, food, security and education,</li> <li>- Children: running errands, performing house chores, etc.</li> </ul> </li> </ul> Assessment: let learners identify the role of the individual members of the family.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Performing Arts		<b>Sub-strand :</b> Planning, Making and Composing	
<b>Indicator (code)</b>	B1 2.2.2.3		
<b>Content standard (code)</b>	B1 2.2.2.		
<b>Performance Indicator</b>	Learners can explore available means of using relevant performing arts instruments, resources and methods to create own artworks that reflect the natural and manmade environments of the local community		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Pictures		
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to <input type="checkbox"/> recall ideas gathered on the making and use of the music, dance and drama artworks in the local community <input type="checkbox"/> refine own ideas on the instruments, resources and methods used by local performing artists <input type="checkbox"/> organise and develop own ideas on what makes up the natural and manmade environments	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners create own artworks that reflect the natural and manmade environments of the local community	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: plan for making own performing artworks that will reflect the natural and manmade environments of the local community.  Assessment: let learners create own artworks that reflect the natural and manmade environments of the local community	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> OUR NATION GHANA		<b>Sub-strand :</b> Farming in Ghana	
<b>Indicator (code)</b>	B1.4.4.1.1.		
<b>Content standard (code)</b>	B1.4.4.1.		
<b>Performance Indicator</b>	Learners can describe farming activities in the community.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b> Our World Our People curriculum Page			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners look around the school or community and talk about different farm activities the people do/watch pictures/ films on different types of farm activities e.g. growing of vegetable, fruits, corn, goats, sheep, pigs, cattle, etc.  Assessment: Let learners describe farming activities in the community	What have we learnt today?  Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners draw some farming activities e.g. weeding the farm or garden, feeding animals.  Assessment: Let learners draw some farming activities	What have we learnt today?  Ask learners to summarize the main points in the lesson
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SUBJECT: HISTORY

CLASS: ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Europeans in Ghana		<b>Sub-strand :</b> Arrival of Europeans	
<b>Indicator (code)</b>	B1.3.1.1.1		
<b>Content standard (code)</b>	B1.3.1.1.		
<b>Performance Indicator</b>	Learners can identify where each country first settled in Ghana		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Find out where each country first settled in Ghana  Assessment: let learners identify where each country first settled in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Find out where each country first settled in Ghana Assessment: let learners identify where each country first settled in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Physical Fitness Concepts, Principles and Strategies		<b>Sub-strand :</b> Fitness Programme	
<b>Indicator (code)</b>	B1.4.1.4.1:		
<b>Content standard (code)</b>	B1.4.1.4.		
<b>Performance Indicator</b>	Learners can participate in enjoyable physical activities for increasing periods of time.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		cones	
<b>Ref:</b>		PE curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Observe and record the activities learners enjoy doing. Find out why they enjoy doing them through interviews	What have we learnt today?  Use answers to summarise the lesson.

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SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Reading		<b>Sub-strand :</b> Comprehension	
<b>Indicator (code)</b>	B1.2.5.1.4	B1.2.6.1.1.	B1.2.6.1.2
<b>Content standard (code)</b>	B1.2.5.1.	B1.2.6.1.	B1.2.6.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• The learner should group cards bearing the same words together</li> <li>• The learner should answer questions based on pictures.</li> <li>• The learner should answer questions based on simple sentences.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Use flash cards with words on them.</li> <li>• Put learners into groups and charge them to group cards bearing the same words together. NB: Teacher supervises the groups.</li> </ul>	What have we learnt today?  Review the lesson with learners

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		Assessment: let learners group cards bearing the same words together	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Display a large picture on the board.</li> <li>• Ask learners questions based on the picture displayed for learners to answer. E.g. What is the colour of the mango? What shape is the watermelon? How many human beings did you see in the picture? etc. Write some of the answers on the board</li> </ul> <p>Assessment: let learners answer questions based on pictures.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Read short sentences aloud.</li> <li>• Lead learners to read the short sentences.</li> <li>• Ask questions based on the sentences read for learners to answer</li> </ul> <p>Assessment: let learners answer questions based on pictures.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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