TERM THREE BASIC ONE WEEK 4

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:		Class size:	
Day:		Date:	
Period :		Lesson:	
Strand :	Sub-strar	nd:	
A. Oral Language	A. Li	istening Comprehension	
B. Reading		honics	
C. Writing	C. Writing Simple Words and Sentences		
D. Using Writing Cor	g Conventions D. Using Capitalisation		
E. Extensive Reading	g E. Bi	uilding the Love and Culture of Reading	
Indicator (code)	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	
Content standard (code)	B1.1.7.1.4 B1.2.2.1.	B1.4.5.1. B1.5.1.1. B1.6.1.1.	
Performance Indicator	A. Learners can listen to	to and produce descriptions of pictures and objects (e.g.	
	vehicles, animals)		
		phabetic knowledge to decode known words	
	*	asic descriptive words in writing simple sentence	
	•	pital letters to write other proper nouns	
		variety of age – appropriate books and texts from print	
-	· ·	unication and Collaboration Personal Development and	
Leadership Critical Think	ing and Problem Solving.		
Keywords			
T. L .R. (s)	Word cards, sentence cards,	, letter cards, handwriting on a manila card and a class	
	library.		

Ref:	English Lan	guage 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	A. ORAL LANGAUGE • Show pictures of common objects and animals to learners. • Have learners think-pair-share what they see in the picture. Have them describe, in groups/pairs, the pictures to one another in turns Assessment: let learners describe the pictures to one another in turns	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B. READING Let learners sing an alphabet song. Put them into groups and write sentences containing some new words for learners to decode by segmentation. e.g. This is a mango. This is my sister. Have learners read similar words from the word charts. Assessment: let learners use alphabetic knowledge to decode known words	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING • Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc. • Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects. • Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. My classroom is big. The board is long and white. The doors and windows are big.	What have we learnt today? Ask learners to summarize the main points in the lesson

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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	D. WRITING CONVENTIONS AND GRAMMAR USAGE 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.	What have we learnt today? Ask learners to summarize the main points in the lesson
	Triyines	Assessment: let learners use capital letters to write proper nouns	
Friday	Engage learners to sing	 E. EXTENSIVE READING Using book tease or book talk, introduce the reading/library time. 	What have we learnt today?
	songs and recite familiar rhymes	 Have a variety of age appropriate books for learners to make a choice from. Introduce picture or wordless books, pop-up and flip-the-page texts to learners. Encourage them to read individually and in pairs, and 	Ask learners to summarize the main points in the lesson
		provide support and encouragement. Assessment: let learners read a variety of age – appropriate books and texts from print	

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	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending	g:			Class size:	
Day:				Pate :	
Period :				esson:	
Strand : GEC	METRY AND	MEASUREMENT !	Sub-strand	: 2D and 3D Shapes	
Indicator (co	ode)	B1.3.1.1.1			
Content standard (code) B1.3.1.1.					
Performance Indicator Learners can distinguish be		nguish betw	een attributes that define	a two-dimensional figure	
or three-dimensional figure		nal figure ar	nd attributes that do not de	efine the shape	
_		tivity and Innovationing and Problem Solv		cation and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	uding asses	sment)	Plenary / Reflections
	(preparing				
	the brain				
	for learning)				
Monday		Identify 2D objects	in the end	ronmont that have north	Review the lesson with
Monday	Sing songs like:			ronment that have parts g., find the parts of a can	Learners
	IINC.	or bucket that are		-	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
Wednesda	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

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

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	 LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:			Class size:	
Day :			Dat	e :	
Period :			Les	son:	
Strand : FORCES AND ENERGY Sub-strand : FORCES AND MOVEMENT					
Indicator (co	ode)	B1.4.3.2.1			
Content star	ndard (code)	B1.4.3.2.			
Performance	e Indicator	Learners can understand what simple machines are and cite common examples.			cite common examples.
_		tivity and Innovation Commung and Problem Solving.	ınica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s) Pictures		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	essm	ent)	Plenary / Reflections
	(preparing				
(the brain				
	for				
	learning)				
Monday	Engage	 Engage learners in an activity to identify common 		What have we learnt	
	learners to	machines in their homes and school.			today?
	sing songs	Assemble simple machine	s for	learners to explore	
	and recite	their uses in the home.			Ask learners to
	familiar	Help learners to demonstr		•	summarize the
	rhymes	machines for undertaking va		0 , 0	important points of the
		bottles, picking up granules,	, etc.		lesson

		Assessment: let learners cite common examples of simple machines	
Thursday	Engage	• Elaborate on the importance of such machines in daily	What have we learnt
	learners to	living.	today?
	sing songs	Summarise learners' responses by explaining that	Ask learners to
	and recite	machines enable work to be done easier and faster.	summarize the
	familiar	Engage learners to draw any of the devices of their	important points of the
	rhymes	choice.	lesson
		Assessment: let learners explain what simple machines	
		are	

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	LESSON PLAN

SUBJECT: RELIGIOUS AND	MORAL EDUCATION	CLASS: ONE
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Week Endin	g:				Class size:	
Day:				Date	: :	
Period :				Less	on:	
Strand : The	Family and th	ne Community Sub	b-stran	d : R	oles and Relationships	
Indicator (co	ode)	B1. 4.1.1.1:				
Content star	ndard (code)	B1. 4.1.1.1			1	
Performance	e Indicator	Learners can identify	the rol	e of	the individual members	of the family.
•		tivity and Innovation C ng and Problem Solving		nicat	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s) Pictures						
Ref:	RME curricu	um Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including	ng asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Engage	• Let learners, in grou	ups, tall	k abo	out their roles and roles	What have we learnt
	learners to	of their parents in the	e family	/ :		today?
	sing songs	- Parents: Provision of	f shelte	er, fo	od, security and	
	and recite	education, - Children	ı: runniı	ng ei	rands, performing	Ask learners to
	familiar	house chores, etc.				summarize the main
	rhymes					points in the lesson
		Assessment: let learn	iers idei	ntify	the role of the	
		individual members o	of the fa	amily	'.	

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	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:			Class size:	
Day:			Dat	e:	
Period :			Less	on:	
Strand : Peri	forming Arts	Sub-strar	nd : P	lanning, Making and Cor	nposing
Indicator (co	ode)	B1 2.2.2.3			
Content star	ndard (code)	B1 2.2.2.			
instruments, resource			d me		elevant performing arts artworks that reflect the nity
-		tivity and Innovation Commung and Problem Solving.	ınica	ion and Collaboration Po	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including ass	essm	ent)	Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to recall ideas gathered on the music, dance and drama arthogonal community refine own ideas on the methods used by local performing organise and develop ow the natural and manmade expenses.	twork instru ormir vn ide	is in the local uments, resources and ng artists eas on what makes up	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:	
Day :			Da	ate:	
Period :			Le	sson :	
Strand : OUR NATION GH		ANA Sub-strand : Farming in Ghana			
Indicator (co	ode)	B1.4.4.1.1.			
Content star	ndard (code)	B1.4.4.1.			
Performance	e Indicator	Learners can descri	be farming	activities in the communit	y.
Core Competencies: Crea Leadership Critical Thinki				ation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curriculu	um Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	ding assess	ment)	Plenary / Reflections
	(preparing				
(the brain				
	for				
Turanday	learning)	Loomona look anave	مماخله مماخله	-l	What have we leavet
Tuesday	Engage learners to	Learners look around the school or community and talk about different farm activities the people do/watch		What have we learnt today?	
	sing songs			es of farm activities e.g.	touay:
	and recite	•		rn, goats, sheep, pigs,	Ask learners to
	familiar	cattle, etc.	10, 11 0103, 00	111, godts, sircep, pigs,	summarize the main
	rhymes	32.0.0, 3.0.			points in the lesson
	,	Assessment: Let le	arners descr	ribe farming activities in	, , , , , , , , , , , , , , , , , , ,
		the community		3 - 11 - 1 - 1 - 1	

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

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SUBJECT: HISTORY CLASS: ONE

Week Endin	g:		Class size:		
Day:			Date :		
Period :			Lesson:		
Strand : Euro	opeans in Gha	ana Sub-stran	nd : Arrival of Europeans),	
Indicator (co	ode)	B1.3.1.1.1			
Content star	ndard (code)	B1.3.1.1.			
Performance	e Indicator	Learners can identify where each country first settled in Ghana			
		tivity and Innovation Commung and Problem Solving.	inication and Collaboration Pe	ersonal Development and	
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	riculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass		Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	Assessment: let learners ide 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	Find out where each country first settled in Ghana	What have we learnt
	learners to		today?
	sing songs	Assessment: let learners identify where each country	
	and recite	first settled in Ghana	Ask learners to
	familiar		summarize the main

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points in the lesson

rhymes

			LESSON	ΙDΙΛΝ	
		•••••	LLSSON	IFLAIN	
DUCATION	CL	ASS: OI	NE		
			(Class size	e:
			Date:		
			Lesson	:	
ess Concepts, Principles and Strate	egies	Sub-st	trand : Fi	tness Pro	ogramme
	B1.4.1	.4.1:			
ode)	B1.4.1	.4.			
or	Learners can participate in enjoyable physical activities for increasing periods of time.				
Creativity and Innovation Commu ninking and Problem Solving.	nication	and Co	ollaborati	on Perso	onal Development and
	cones				
PE curriculum	Page	9			
Phase 1:	Phase	2: Mair	n	Pl	hase 3:
Starter	(new l	earning	g includin	ig Pl	lenary / Reflections
(preparing the brain for learning)	assess	ment)			
riday Learners jog round a demarcated area in files while		ve and	record th	ne W	Vhat have we learnt
		ies lear	ners enjo	by to	oday?
singing and clapping to warm-	doing	Find o	ut why th	ney	
up the body for maximal	enjoy	doing t	hem thro	ough U	se answers to
performance and to prevent injuries	interv	iews		SU	ummarise the lesson.
	ess Concepts, Principles and Strate ode) or Creativity and Innovation Communinking and Problem Solving. PE curriculum Phase 1: Starter (preparing the brain for learning) Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent	ess Concepts, Principles and Strategies B1.4.1 Dode) B1.4.1 Creativity and Innovation Communication activit Creativity and Problem Solving. Cones PE curriculum Page Phase 1: Starter (preparing the brain for learning) Learners jog round a demarcated area in files while singing and clapping to warmup the body for maximal performance and to prevent interv	ess Concepts, Principles and Strategies B1.4.1.4.1: B1.4.1.4. B1.4.1.4. B1.4.1.4. Learners cal activities for activities lear activities lear activities lear activities lear activities lear activities for activities for activities for activities for activities lear activities for activities for activities lear activities	Date: Lesson	Class size Date: Lesson: B1.4.1.4.1: Dode) B1.4.1.4. Dor Learners can participate in activities for increasing period Creativity and Innovation Communication and Collaboration Personinking and Problem Solving. Cones PE curriculum Page Phase 1: Starter (new learning including properly assessment) Phase 2: Main (new learning including properly assessment) Cones Per curriculum Page Phase 1: Starter (new learning including properly assessment) Cones Per curriculum Page Phase 2: Main (new learning including properly assessment) Cones Phase 1: Starter (new learning including properly doing including properly doing. Find out why they enjoy doing them through up the body for maximal performance and to prevent interviews

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team. May Allah/God bless you

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	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:			Class size:	
Day:			Dat	te :	
Period :			Les	son:	
Strand : Reading Sub-stran			nd : (Comprehension	
Indicator (co	ode)	B1.2.5.1.4 B1.2.6.1.1.		B1.2.6.1.2	
Content star	ndard (code)	B1.2.5.1. B1.2.6.1.		B1.2.6.1.	
Performance	 The learner should group cards bearing the same words together The learner should answer questions based on pictures. The learner should answer questions based on simple sentences. 			ctures.	
-		tivity and Innovation Commung and Problem Solving.	ınica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, markers, reco	rdec	l audios visual	
Ref: Ghanaian Language curriculum					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	essn	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	 Use flash cards with word Put learners into groups a cards bearing the same work supervises the groups. 	nd c	harge them to group	What have we learnt today? Review the lesson with learners

	Assessment: let learners group cards bearing the same words together	
Engage leaners to sing songs and recite familiar rhymes	 Display a large picture on the board. 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 	What have we learnt today? Review the lesson with learners
	Assessment: let learners answer questions based on pictures.	
Engage leaners to sing songs and recite familiar rhymes	 Read short sentences aloud. Lead learners to read the short sentences. Ask questions based on the sentences read for learners to answer Assessment: let learners answer questions based on pictures. 	What have we learnt today? Review the lesson with learners

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