THE GODFATHER TERM THREE SAMPLE BASIC ONE ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

WHATSAPP 0245350591

TERM THREE BASIC ONE ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

GENERAL INFORMATION

Name of school
District
Management Unit
Name of Class Teacher
Class Teachers Reg. No
Class
Boys
Girls
Average age of pupils

ENGLISH LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Pre-Reading Activities	Pre-Reading Activities	Pre-Reading Activities
	Pre-Writing	Pre-Writing	Writing Letters – Small and
			Capital
	Using Capitalisation	Using Capitalisation	Using Capitalisation
	Building the Love and Culture	Building the Love and Culture of	uilding the Love and Culture of
	of Reading	Reading	Reading
2	Songs	Story Telling	Conversation
	Pre-Reading Activities	Pre-Reading Activities	Pre-Reading Activities
	Pre-Writing	Pre-Writing	Writing Letters – Small and
			Capital
	Using Capitalisation	Using Capitalisation	Using Capitalisation
	Building the Love and Culture	Building the Love and Culture of	uilding the Love and Culture of
	of Reading	Reading	Reading
3	Rhymes	Conversation	Conversation
	Pre-Reading Activities	Phonics	Phonics
	Penmanship	Writing Letters – Small and	Writing Letters – Small and
		Capital	Capital
	Using Capitalisation	Using Capitalisation	Using Capitalisation
	Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
	of Reading	Reading	Reading
4	Story Telling	Conversation	Listening Comprehension
	Phonics	Phonics	Phonics
	Penmanship	Writing Letters – Small and	Writing Simple Words and
		Capital	Sentences
	Using Action Words	Using Capitalisation	Using Capitalisation

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	Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
	of Reading	Reading	Reading
5	Story Telling	Listening Comprehension	Listening Comprehension
	Phonics	Vocabulary	Vocabulary
	Writing Letters – Small and	Writing Simple Words and	Writing Simple Words and
	Capital	Sentences	Sentences
	Using Action Words	Using Action Words	Using Action Words
	Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
	of Reading	Reading	Reading
6	Dramatisation and Role-Play	Listening Comprehension	Asking and Answering
			Questions
	Word Families, Rhyming	Vocabulary	Vocabulary
	Endings and Common		
	Digraphs		
	Writing Letters – Small and	Writing Simple Words and	Writing Simple Words and
	Capital	Sentences	Sentences
	Using Action Words	Using Action Words	Using Action Words
	Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
	of Reading	Reading	Reading
7	Dramatisation and Role-Play	Asking and Answering Questions	Asking and Answering
			Questions
	Word Families, Rhyming	Comprehension	Comprehension
	Endings and Common		
	Digraphs		
	Labelling Items	Controlled Writing	Controlled Writing
	Using Qualifying Words –	Using Action Words	Using Action Words
	Adjectives		
	Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
	of Reading	Reading	Reading

8	FIIFI ACQUAH Conversation	Asking and Answering Questions	Giving and Responding to
	Conversation	Asking and Answering Questions	
			Commands/Instructions
	Vocabulary	Comprehension	Comprehension
	Labelling Items	Controlled Writing	Controlled Writing
	Using Qualifying Words –	Using Action Words	Using Action Words
	Adjectives		
	Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
	of Reading	Reading	Reading
9	Conversation	Giving and Responding to	Giving and Responding to
		Commands/Instructions and	Commands/Instructions
		Making Requests	10.
	Vocabulary	Comprehension	Comprehension
	Writing Simple Words and	Controlled Writing	Controlled Writing
	Sentences		
	Using Qualifying Words –	Using Simple Prepositions	Using Simple Prepositions
	Adjectives	1112	
	Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
	of Reading	Reading	Reading
10	Listening Comprehension	Giving and Responding to	Presentation
		Commands/Instructions and	
		Making Requests	
	Comprehension	Comprehension	Comprehension
	Writing Simple Words and	Controlled Writing	Descriptive Writing
	Sentences		
	Using Simple Prepositions	Using Simple Prepositions	Using Simple Prepositions
	Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
	of Reading	Reading	Reading
11	Listening Comprehension	Presentation	Presentation
	Comprehension	Fluency	Fluency

	Writing Simple Words and Sentences	Controlled Writing	Descriptive Writing
	Using Simple Prepositions	Using Simple Prepositions	Using Simple Prepositions
	Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
	of Reading	Reading	Reading
12	Listening Comprehension	Presentation	Presentation
	Comprehension	Fluency	Fluency
	Writing Simple Words and	Controlled Writing	Descriptive Writing
	Sentences		
	Using Simple Prepositions	Using Simple Prepositions	Using Simple Prepositions
	Building the Love and Culture	Building the Love and Culture of	building the Love and Culture of
	of Reading	Reading	Reading

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MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Number: Counting,	Number Operations (Addition,	Patterns and Relationship
	Representation, Cardinality &	Subtraction, Multiplication	
	Ordinality	and Division)	
2	Number: Counting,	Number Operations (Addition,	Patterns and Relationship
	Representation, Cardinality &	Subtraction, Multiplication	
	Ordinality	and Division)	
3	Number: Counting,	Number Operations (Addition,	2D and 3D Shapes
	Representation, Cardinality &	Subtraction, Multiplication	
	Ordinality	and Division)	
4	Number: Counting,	Number Operations (Addition,	2D and 3D Shapes
	Representation, Cardinality &	Subtraction, Multiplication	
	Ordinality	and Division)	
5	Number: Counting,	Number Operations (Addition,	2D and 3D Shapes
	Representation, Cardinality &	Subtraction, Multiplication	
	Ordinality	and Division)	
6	Number: Counting,	Number Operations (Addition,	2D and 3D Shapes
	Representation, Cardinality &	Subtraction, Multiplication	
	Ordinality	and Division)	
7	Number: Counting,	Number Operations (Addition,	Position /Transformation
	Representation, Cardinality &	Subtraction, Multiplication	
	Ordinality	and Division)	
8	Number: Counting,	Number Operations (Addition,	Measurement – Length, Mass
	Representation, Cardinality &	Subtraction, Multiplication	and Capacity
	Ordinality	and Division)	
9	Number: Counting,	Fractions	Data Collection, Organisation,
	Representation, Cardinality &		Interpretation, Presentation and
	Ordinality		Analysis
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10	Number Operations (Addition,	Fractions	Data Collection, Organisation,
	Subtraction, Multiplication and		Interpretation, Presentation and
	Division)		Analysis
11	Number Operations (Addition,	Fractions	Data Collection, Organisation,
	Subtraction, Multiplication and		Interpretation, Presentation and
	Division)		Analysis
12	Number Operations (Addition,	Money	Data Collection, Organisation,
	Subtraction, Multiplication and		Interpretation, Presentation and
	Division)		Analysis

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YEARLY SCHEME OF LEARNING

SCIENCE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LIVING AND NON-LIVING	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING
	THINGS		THINGS
2	LIVING AND NON-LIVING	MATERIALS	MATERIALS
	THINGS		
3	MATERIALS	EARTH SCIENCE	EARTH SCIENCE
4	MATERIALS	EARTH SCIENCE	FORCES AND MOVEMENT
5	EARTH SCIENCE	LIFE CYCLES OF ORGANISMS	PERSONAL HYGIENE AND
			SANITATION
6	EARTH SCIENCE	SOURCES AND FORMS OF	PERSONAL HYGIENE AND
		ENERGY	SANITATION
7	LIFE CYCLES OF ORGANISMS	ELECTRICITY AND ELECTRONICS	SCIENCE AND INDUSTRY
8	THE HUMAN BODY SYSTEMS	FORCES AND MOVEMENT	SCIENCE AND INDUSTRY
9	ECOSYSTEM	PERSONAL HYGIENE AND	CLIMATE CHANGE
		SANITATION	
10	SOURCES AND FORMS OF	PERSONAL HYGIENE AND	CLIMATE CHANGE
	ENERGY	SANITATION	
11	ELECTRICITY AND	DISEASES	CLIMATE CHANGE
	ELECTRONICS		
12	ELECTRICITY AND	DISEASES	CLIMATE CHANGE
	ELECTRONICS		

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YEARLY SCHEME OF LEARNING

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WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	The Environment and the	Authority and Power
		Weather	
2	Myself	The Environment and the	Authority and Power
		Weather	
3	My Family and the Community	Plants and Animals	Responsible Use of
		()	Resources
4	Home and School	Worship	Farming in Ghana
5	The Environment and the	Festivals	Farming in Ghana
	Weather		
6	Plants and Animals	Basic Human Rights	Our Neighbouring Countries
7	Map Making and Land Marks	Being a Leader	Introduction to Computing
8	Population and Settlement	Being a Leader	Sources of Information
9	Worship	Being a Citizen	Technology in
			Communication
10	Worship	Being a Citizen	Technology in
			Communication
11	Worship	Authority and Power	Technology in
			Communication
12	Worship	Authority and Power	Technology in
			Communication

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RME

WEEK	TERM 1 (SUB	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
	STRANDS)		
1	God the Creator	Religious Worship, Prayer and other	Birth of the Leaders of the three Major
	Religious Practices Relig		Religions in Ghana
2	God the Creator	Religious Worship, Prayer and other	Birth of the Leaders of the three Major
		Religious Practices	Religions in Ghana
3	God the Creator	Religious Worship, Prayer and other	Birth of the Leaders of the three Major
		Religious Practices	Religions in Ghana
4	God the Creator	Religious Worship, Prayer and other	Roles and Relationships
		Religious Practices	
5	God the Creator	Religious Worship, Prayer and other	Roles and Relationships
		Religious Practices	
6	God the Creator	Religious Worship, Prayer and other Roles and Relationships	
		Religious Practices	
7	God the Creator	Religious Worship, Prayer and other	Roles and Relationships
		Religious Practices	
8	God the Creator	Religious Worship, Prayer and other	Roles and Relationships
		Religious Practices	
9	God the Creator	Religious Festivals in the Three Major	Roles and Relationships
		Religions in Ghana	
10	God the Creator	Religious Festivals in the Three Major	Roles and Relationships
		Religions in Ghana	
11	God the Creator	Religious Festivals in the Three Major	Roles and Relationships
		Religions in Ghana	
12	God the Creator	Religious Festivals in the Three Major Roles and Relationships	
		Religions in Ghana	

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HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Why and How We Study History	How Ghana Got Its Name	Arrival of Europeans
2	Why and How We Study History	How Ghana Got Its Name	Arrival of Europeans
3	Why and How We Study History	How Ghana Got Its Name	Arrival of Europeans
4	Why and How We Study History	How Ghana Got Its Name	Arrival of Europeans
5	Why and How We Study History	How Ghana Got Its Name	The Republics
6	Why and How We Study History	How Ghana Got Its Name	The Republics
7	Community History	How Ghana Got Its Name	The Republics
8	Community History	Some Selected Individuals	The Republics
9	Community History	Some Selected Individuals	The Republics
10	Community History	Some Selected Individuals	The Republics
11	Community History	Some Selected Individuals	The Republics
12	Community History	Some Selected Individuals	The Republics

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CREATIVE ARTS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Thinking and exploring	Thinking and exploring	Thinking and exploring
	(Visual Arts)	(Visual Arts)	(Visual Arts)
2	Thinking and exploring	Thinking and exploring	Thinking and exploring
	(Performing Arts)	(Performing Arts)	(Performing Arts)
3	Planning, Making and	Planning, Making and	Planning, Making and
	Composing	Composing	Composing
	(Visual Arts)	(Visual Arts)	(Visual Arts)
4	Planning, Making and	Planning, Making and	Planning, Making and
	Composing	Composing	Composing
	(Performing Arts)	(Performing Arts)	(Performing Arts)
5	Planning, Making and	Planning, Making and	Planning, Making and
	Composing	Composing	Composing
6	Planning, Making and	Planning, Making and	Planning, Making and
	Composing	Composing	Composing
7	Displaying and Sharing	Displaying and Sharing	Displaying and Sharing
8	Displaying and Sharing	Displaying and Sharing	Displaying and Sharing
9	Displaying and Sharing	Appreciating and	Appreciating and
	(Visual Arts & Performing Arts)	Appraising	Appraising
		(Visual Arts)	(Visual Arts)
10	Displaying and Sharing /	Appreciating and	Appreciating and
	Appreciating and	Appraising	Appraising
	Appraising	(Performing Arts)	(Performing Arts)
	(Performing Arts)		
11	Appreciating and	Display and Sharing	Display and Sharing
	Appraising	School-Based Project	School-Based Project
	(Visual and	(Visual and	(Visual and

	Performing Arts))	Performing Arts)	Performing Arts)		
12	Appreciating and	Appreciating and	Appreciating and		
	Appraising	Appraising	Appraising		
	(Visual and	(Visual and	(Visual and		
	Performing Arts)	Performing Arts)	Performing Arts)		

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GHANAIAN LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Songs	Conversation/	Giving and Following
		Talking about Oneself,	Commands/Instructions
	Rhymes	Family, People and Places	
2	Listening and Story Telling	Talking about Oneself,	Giving and Following Commands
		Family, People and Places	/Instructions
3	Dramatisation and Role Play	Listening Comprehension/	Presentation
		Asking and Answering	
	Conversation	Questions	
4	Pre-Reading Activities	Phonics: Letter and Sound	Comprehension
		Knowledge	
		L/ //	
5	Print Concept	Phonics: Letter and Sound	Silent Reading
		Knowledge	
	Phonological and Phonemic		
	Awareness		
6	Phonics: Letter and Sound	Vocabulary (Sight and	Fluency
	Knowledge	Content Vocabulary)	
7	Penmanship/Handwriting		Writing Simple Words/Names of
			People and Places (Proper Nouns)
			Labelling Items in the
			Environment/Classroom
8	Penmanship/Handwriting	Writing Letters-Small and	Writing Simple Words/Names of
		Capital	People and Places (Proper Nouns)
			Labelling Items in the
			Environment/Classroom
			_

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9	Writing Letters-Small and	Writing Simple	Copying/Writing Simple Sentences
	Capital	Words/Names of People	with Correct Spacing
		and Places (Proper Nouns)	
		Labelling Items in the	
		Environment/	
		Classroom	
10	Integrating Grammar in	Integrating Grammar in	Integrating Grammar in Written
	Written Language	Written Language (Use of	Language (Use of Postpositions)
	(Capitalization)	Qualifying Words)	
11	Integrating Grammar in	Integrating Grammar in	Integrating Grammar in Written
	Written Language (Use of	Written Language (Use of	Language (Spelling)
	Action Words)	Qualifying Words/	
		Postpositions)	
12	Building the Love and Culture	Read Aloud With Children	Read Aloud With Children
	of Reading		

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YEARLY SCHEME OF LEARNING

PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STR	ANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LOCOMOTOR SKIL	LS	Manipulative skills.	STRENGTH
2	LOCOMOTOR SKIL	LS	Manipulative skills.	ENDURANCE
3	LOCOMOTOR SKIL	LS	Rhythmic skills.	FLEXIBILITY
4	MANIPULATIVE	SKILLS	Rhythmic skills.	Fitness Programme,
5	MANIPULATIVE	SKILLS	Rhythmic skills.	Healthy Diet,
6	MANIPULATIVE	SKILLS	Space Awareness,	Safety and Injuries,
7	MANIPULATIVE	SKILLS	Dynamics,	Self-Responsibility
8	MANIPULATIVE	SKILLS	Relations,	Social Interaction
9	MANIPULATIVE	SKILLS	Body Management	Group Dynamics
10	MANIPULATIVE	SKILLS	Strategies	Critical Thinking
11	MANIPULATIVE	SKILLS	Strategies	Critical Thinking
12	MANIPULATIVE	SKILLS	Aerobic capacity	Critical Thinking

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(SOL) for B1 Term 3 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Algebra	Patterns and Relationship	B1.2.1.1.	B1.2.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	Algebra	Patterns and Relationship	B1.2.1.1.	B1.2.1.1,1	
3	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B1.3.1.1.	B1.3.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
4	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B1.3.1.1.	B1.3.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
5	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B1.3.1.1.	B1.3.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
6	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B1.3.1.1.	B1.3.1.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
7	GEOMETRY AND MEASUREMENT	Position /Transformation	B1.3.2.1.	B1.3.2.1. 1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	GEOMETRY AND MEASUREMENT	Measurement – Length, Mass and Capacity	B1.3.3.1.	B1.3.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
9	Data	Data Collection, Organisation, Interpretation, Presentation and Analysis	B1.4.1.1.	B1.4.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

10	Data	Data Collection, Organisation, Interpretation, Presentation and Analysis	B1.4.1.1.	B1.4.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
11	Data	Data Collection, Organisation, Interpretation, Presentation and Analysis	B1.4.1.1.	B1.4.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
12	Data	Data Collection, Organisation, Interpretation, Presentation and Analysis	B1.4.1.1.	B1.4.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards

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B1 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Europeans in Ghana	Arrival of Europeans	B1.3.1.1.	B1.3.1.1.1	A map of Ghana, Posters, documentary
2	Europeans in Ghana	Arrival of Europeans	B1.3.1.1.	B1.3.1.1.1	A map of Ghana, Posters, documentary
3	Europeans in Ghana	Arrival of Europeans	B1.3.1.1.	B1.3.1.1.1	A map of Ghana, Posters, documentary
4	Europeans in Ghana	Arrival of Europeans	B1.3.1.1.	B1.3.1.1.1	A map of Ghana, Posters, documentary
5	Independent Ghana	The Republics	B1.6.1.1	B1.6.1.1.1.	A map of Ghana, Posters, documentary
6	Independent Ghana	The Republics	B1.3.1.1.	B1.6.1.1.1.	A map of Ghana, Posters, documentary
7	Independent Ghana	The Republics	B1.3.1.1.	B1.6.1.1.1.	Posters, documentary
8	Independent Ghana	The Republics	B1.3.1.1.	B1.6.1.1.1.	Posters, documentary
9	Independent Ghana	The Republics	B1.3.1.1.	B1.6.1.1.1.	Posters, documentary

10	Independent	The Republics	B1.6.1.1	B1.6.1.1.1.	Posters,
	Ghana				documentary
11	Independent	The Republics	B1.3.1.1.	B1.6.1.1.1.	Posters,
	Ghana				documentary
12	Independent	The Republics	B1.6.1.1	B1.6.1.1.1.	Posters,
	Ghana				documentary

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B1 Term 3 SCIENCE

WEEKS	STRAND	SUB	CONTENT	INDICATORS	RESOURCES
		STRAND	STANDARD		
1	DIVERSITY OF	LIVING AND	B1.1.1.2.	B1.1.1.2.3	Plants and animals in the
	MATTER	NON-LIVING			environment, plastics, stones,
		THINGS			pictures videos paper,
2	DIVERSITY OF	MATERIALS	B1.1.2.3.	B1.1.2.3.1	
	MATTER				
3	CYCLES	EARTH	B1.2.1.4.	B1.2.1.4.2	Plants and animals in the
		SCIENCE			environment, plastics, stones,
	FORCES AND	505050	D4 4 2 2	D1 1 2 2 1	pictures videos paper
4	FORCES AND	FORCES	B1.4.3.2.	B1.4.3.2.1	
	ENERGY	AND MOVEMENT			
5	HUMANS AND	PERSONAL	B1. 5.1.1	B1. 5.1.1.3	
3	THE	HYGIENE	D1. J.1.1	D1. J.1.1.3	
	ENVIRONMENT	AND			
	ZIVIII OIVIIZIVI	SANITATION			
6	HUMANS AND	PERSONAL	B1.5.1.2.	B1.5.1.2.1	Plants and animals in the
	THE	HYGIENE			environment, plastics, stones,
	ENVIRONMENT	AND			pictures videos paper
		SANITATION			
7	HUMANS AND	SCIENCE	B1.5.3.1.	B1.5.3.1.1	
	THE	AND			
	ENVIRONMENT	INDUSTRY			
8	HUMANS AND	SCIENCE	B1.5.3.2.	B1.5.3.2.1	
	THE	AND			
	ENVIRONMENT	INDUSTRY	D4 F 4 4	D4 F 4 4 4	
9	HUMANS AND THE	CLIMATE CHANGE	B1.5.4.1.	B1.5.4.1.1	
	ENVIRONMENT	CHANGE			
10	HUMANS AND	CLIMATE	B1.5.4.1.	B1.5.4.1.1	
10	THE	CHANGE	D1.3.4.1.	D1.5.4.1.1	
	ENVIRONMENT	· 61 // 11 VGE			
11	HUMANS AND	CLIMATE	B1.5.4.1.	B1.5.4.1.1	Plants and animals in the
	THE	CHANGE			environment, plastics, stones,
	ENVIRONMENT				batteries, pictures videos paper
12	HUMANS AND	CLIMATE	B1.5.4.1.	B1.5.4.1.1	
	THE	CHANGE			
	ENVIRONMENT				

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B1 Term 3 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Pre-Reading Activities	B1.2.1.2.	B1.2.1.2.3	Word cards
	Writing	Writing Letters – Small and Capital	B1.4.3.1.	B1.4.3.1.3.	sentence
	Using Writing	Using Capitalisation	B1.5.1.1.	B1.5.1.1.3	cards, class
	Conventions				library
	Extensive	building the Love and Culture of	B1.6.1.1.	B1.6.1.1.1	
	Reading	Reading			
2	Oral	Conversation	B1.1.6.2	B1.1.6.2.1.	Word cards
	Language				sentence
	Reading	Pre-Reading Activities	B1.2.1.2	B1.2.1.2.3	cards, class
	Writing	Writing Letters – Small and Capital	B1.4.3.1	B1.4.3.1.3.	library
	Using Writing	Using Capitalisation	B1.5.1.1.	B1.5.1.1.3	
	Conventions				
	Extensive	building the Love and Culture of			
	Reading	Reading			
3	Oral	Conversation	B1.1.6.2.	B1.1.6.2.2	Word cards
	Language				sentence
	Reading	Phonics	B1.2.2.1.	B1.2.2.1.5	cards, class
	Writing	Writing Letters – Small and Capital	B1.4.3.1	B1.4.3.1.3.	library
	Using Writing	Using Capitalisation	B1.5.1.1.	B1.5.1.1.3	
	Conventions				
	Extensive	building the Love and Culture of	B1.6.1.1.	B1.6.1.1.1	
	Reading	Reading			
4	Oral	Listening Comprehension	B1.1.7.1	B1.1.7.1.4.	Word cards
	Language				sentence
	Reading	Phonics	B1.2.2.1.	B1.2.2.1.6	cards, class
	Writing	Writing Simple Words and	B1.4.5.1.	B1.4.5.1.3	library
		Sentences			
	Using Writing	Using Capitalisation	B1.5.1.1.	B1.5.1.1.3	
	Conventions				
	Extensive	building the Love and Culture of	B1.6.1.1.	B1.6.1.1.1	
	Reading	Reading			
5	Oral	Listening Comprehension	B1.1.7.1	B1.1.7.1.4.	Word cards
	Language				sentence
	Reading	Vocabulary	B1.2.6.1.	B1.2.6.1.3	cards, class
	Writing	Writing Simple Words and	B1.4.5.1.	B1.4.5.1.3	library
		Sentences			
	Using Writing	Using Action Words	B1.5.4.1.	B1.5.4.1.3	
	Conventions				
	Extensive	building the Love and Culture of	B1.6.1.1.	B1.6.1.1.1	
	Reading	Reading			

	FIACQUAH	Adding and Anguaring Quarting	D1 1 0 1	D1 1 0 1 2	Mond souds
6	Oral	Asking and Answering Questions	B1.1.8.1	B1.1.8.1.2.	Word cards
	Language	Vocabulary	B1.2.6.1.	B1.2.6.1.3	sentence cards, class
	Reading	Vocabulary	B1.4.5.1.	B1.2.6.1.3 B1.4.5.1.3	library
	Writing	Writing Simple Words and Sentences	B1.4.5.1.	B1.4.5.1.3	library
	Using Writing	Using Action Words	B1.5.4.1.	B1.5.4.1.3	
	Conventions				
	Extensive	building the Love and Culture of	B1.6.1.1.	B1.6.1.1.1	
	Reading	Reading			
7	Oral	Asking and Answering Questions	B1.1.8.1	B1.1.8.1.2.	Word cards
	Language				sentence
	Reading	Comprehension	B1.2.7.2	B1.2.7.2.4.	cards, class
	Writing	Controlled Writing	B1.4.7.1.	B1.4.7.1.3	library
	Using Writing	Using Action Words	B1.5.4.1.	B1.5.4.1.3	
	Conventions				
	Extensive	building the Love and Culture of	B1.6.1.1.	B1.6.1.1.1	
	Reading	Reading			
8	Oral	Giving and Responding to	B1.1.9.1	B1.1.9.1.2.	Word cards
	Language	Commands/Instructions			sentence
	Reading	Comprehension	B1.2.7.2.	B1.2.7.2.5	cards, class
	Writing	Controlled Writing	B1.4.7.1.	B1.4.7.1.3	library
	Using Writing Conventions	Using Action Words	B1.5.4.1.	B1.5.4.1.3	
	Extensive	building the Love and Culture of	B1.6.1.1.	B1.6.1.1.1	_
	Reading	Reading	D1.0.1.1.	51.0.1.1.1	
9	Oral	Giving and Responding to	B1.1.9.1	B1.1.9.1.2.	Word cards
	Language	Commands/Instructions			sentence
	Reading	Comprehension	B1.2.7.2.	B1.2.7.2.6	cards, class
	Writing	Controlled Writing	B1.4.7.1.	B1.4.7.1.3	library
	Using Writing	Using Simple Prepositions	B1.5.10.1	B1.5.10.1.2	† ´
	Conventions				
	Extensive	building the Love and Culture of	B1.6.1.1.	B1.6.1.1.1	1
	Reading	Reading			
10	Oral	Presentation	B1.1.10.1.	B1.1.10.1.2	Word cards
	Language				sentence
	Reading	Comprehension	B1.2.7.2.	B1.2.7.2.6	cards, class
	Writing	Descriptive Writing	B1.4.12.1.	B1.4.12.1.1	library
	Using Writing	Using Simple Prepositions	B1.5.10.1.	B1.5.10.1.2	
	Conventions				
	Extensive	building the Love and Culture of	B1.6.1.1.	B1.6.1.1.1	
	Reading	Reading			
11	Oral	Presentation	B1.1.10.1	B1.1.10.1.3.	Word cards
	Language				sentence
	Reading	Fluency	B1.2.9.1	B1.2.9.1.2.	cards, class
	Writing	Descriptive Writing	B1.4.12.1.	B1.4.12.1.1	library

	Using Writing Conventions	Using Simple Prepositions	B1.5.10.1.	B1.5.10.1.2	
	Extensive Reading	building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
12	Oral Language	Presentation	B1.1.10.1.	B1.1.10.1.3.	Word cards sentence
	Reading	Fluency	B1.2.9.1.	B1.2.9.1.2.	cards, class
	Writing	Descriptive Writing	B1.4.12.1.	B1.4.12.1.1	library
	Using Writing	Using Simple Prepositions	B1.5.10.1.	B1.5.10.1.2	
	Conventions				
	Extensive	building the Love and Culture of	B1.6.1.1.	B1.6.1.1.1	
	Reading	Reading			

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B1 Term 3 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	PHYSICAL FITNESS	AEROBIC CAPACITY, STRENGTH, ENDURANCE ,FLEXIBILITY AND BODY COMPOSITION	B1.3.2.3.	B1.3.2.3.1	Balls, Videos and Picture,
2	PHYSICAL FITNESS	AEROBIC CAPACITY, STRENGTH, ENDURANCE ,FLEXIBILITY AND BODY COMPOSITION	B1.3.3.4.	B1.3.3.4.1	Drums, Speakers
3	PHYSICAL FITNESS	AEROBIC CAPACITY, STRENGTH, ENDURANCE ,FLEXIBILITY AND BODY COMPOSITION	B1.3.4.5.	B1.3.4.5.1	Balls, Videos and Picture,
4	Physical Fitness Concepts, Principles and Strategies	Fitness Programme, Healthy Diet, Safety and Injuries, Substances/Drugs	B1.4.1.4.	B1.4.1.4.1	Drums, Speakers
5	Physical Fitness Concepts, Principles and Strategies	Fitness Programme, Healthy Diet, Safety and Injuries, Substances/Drugs	B1.4.2.4.	B1.4.2.4.1:	Balls, Videos and Picture,
6	Physical Fitness Concepts, Principles and Strategies	Fitness Programme, Healthy Diet, Safety and Injuries, Substances/Drugs	B1.4.3.4.	B1.4.3.4.1:	Drums, Speakers
7	Values and Psychosocial Concepts, Principles and Strategies	Self-Responsibility, Social Interaction, Group Dynamics and Critical Thinking	B1.5.1.5.	B1.5.1.5.1	Balls, Videos and Picture,
8	Values and Psychosocial Concepts, Principles and Strategies	Self-Responsibility, Social Interaction, Group Dynamics and Critical Thinking	B1.5.2.5.	B1.5.2.5.1	Drums, Speakers
9	Values and Psychosocial Concepts, Principles and Strategies	Self-Responsibility, Social Interaction, Group Dynamics and Critical Thinking	B1.5.3.5.	B1.5.3.5.1	Balls, Videos and Picture, Drums, Speakers
10	Values and Psychosocial Concepts,	Self-Responsibility, Social Interaction, Group Dynamics and Critical Thinking	B1.5.4.5.	B1.5.4.5.1	Balls, Videos and Picture,

	Principles and				Drums,
	Strategies				Speakers
11	Values and Psycho-	Self-Responsibility, Social	B1.5.4.5.	B1.5.4.5.1	Videos and
	social Concepts,	Interaction, Group Dynamics			Picture,
	Principles and	and Critical Thinking			Drums
	Strategies				
12	Values and Psycho-	Self-Responsibility, Social	B1.5.4.5.	B1.5.4.5.1	Videos and
	social Concepts,	Interaction, Group Dynamics			Picture,
	Principles and	and Critical Thinking			Drums
	Strategies			.	

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B1 Term 3 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B1 1.1.1	B1 1.1.1.3	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring (Performing Arts)	B1 2.1.1.	B1 2.1.1.3	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B1 1.2.2.	B1 1.2.2.3	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B1.2.2.2.	B1.2.2.2.3	-do-
5	Visual arts	Planning, Making and Composing	B1 1.2.3.	B1 1.2.3.3	-do-
6	Performing arts	Planning, Making and Composing	B1 2.2.3.	B1 2.2.3.3	-do-
7	Visual arts	Displaying and Sharing	B1 1.3.4.	B1 1.3.4.3	-do-
8	Performing arts	Displaying and Sharing	B1 2.3.4.	B1 2.3.4.2	-do-
9	Visual and Performing Arts	Appreciating and Appraising (Visual Arts)	B1 1.1.1. B1 2.1.1.	B1 1.1.1.4 B1 2.1.1.4.	-do-
10	Visual and Performing Arts	Appreciating and Appraising (Performing Arts)	B1 1.2.2. B1 2.2.2.	B1 1.2.2.4. B1 2.2.2.4.	-do-
11	Performing Arts	Display and Sharing	B1 1.3.5. B1 2.3.5.	B1 1.3.5.3 B1 2.3.5.3	-do-

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		School-Based			
		Project			
		(Visual and			
		Performing Arts)			
12	Visual and	Appreciating	B1 1.3.5.	B1 1.3.5.3 B1	-do-
	Performing	and	B1 2.3.5	2.3.5.3	
	Arts	Appraising			
		(Visual and			
		Performing Arts)			

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r B1 Term 3 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Religious	Birth of the Leaders of	B1. 3.1.1.	B1. 3.1.1.1:	wall charts, wall
	Leaders	the three Major			words, posters,
		Religions in Ghana			video clip, etc
2	Religious	Birth of the Leaders of	B1. 3.1.1.	B1. 3.1.1.1:	wall charts, wall
	Leaders	the three Major			words, posters,
		Religions in Ghana			video clip, etc
3	Religious	Birth of the Leaders of	B1. 3.1.1.	B1. 3.1.1.1:	wall charts, wall
	Leaders	the three Major			words, posters,
		Religions in Ghana			video clip, etc
4	The Family and	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.1:	wall charts, wall
	the Community				words, posters,
					video clip, etc
5	The Family and	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.1:	wall charts, wall
	the Community				words, posters,
					video clip, etc
6	The Family and	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.1:	wall charts, wall
	the Community				words, posters,
					video clip, etc
7	The Family and	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.2:	wall charts, wall
	the Community				words, posters,
					video clip, etc
8	The Family and	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.2:	wall charts, wall
	the Community				words, posters,
					video clip, etc
9	The Family and	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.2:	wall charts, wall
	the Community				words, posters,
					video clip, etc
10	The Family and	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.2:	wall charts, wall
	the Community				words, posters,
					video clip, etc
11	The Family and	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.2:	wall charts, wall
	the Community				words, posters,
					video clip, etc
12	The Family and	Roles and Relationships	B1. 4.1.1.	B1. 4.1.1.2:	wall charts, wall
	the Community				words, posters,
					video clip, etc

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B1 Term 3 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	OUR NATION GHANA	Authority and Power	B1.4.2.1.	B1.4.2.1.2.	Pictures, Charts, Video Clip
2	OUR NATION GHANA	Authority and Power	B1.4.2.1	B1.4.2.1.2.	Pictures, Charts, Video Clip
3	OUR NATION GHANA	Responsible Use of Resources	B1.4.3.1.	B1.4.3.1.1	Pictures, Charts, Video Clip
4	OUR NATION GHANA	Farming in Ghana	B1.4.4.1	B1.4.4.1.1.	Pictures, Charts, Video Clip
5	OUR NATION GHANA	Farming in Ghana	B1.4.4.2.	B1.4.4.2.1	Pictures, Charts, Video Clip
6	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B1.5.1.1	B1.5.1.1.1.	Pictures, Charts, Video Clip
7	MY GLOBAL COMMUNITY	Introduction to Computing	B1.5.2.1.	B1.5.2.1. 1.	Pictures, Charts, Video Clip
8	MY GLOBAL COMMUNITY	Sources of Information	B1.5.3.1	B1.5.3.1.1.	Pictures, Charts, Video Clip
9	MY GLOBAL COMMUNITY	Technology in Communication	B1.5.4.1	B1.5.4.1.1.	Pictures, Charts, Video Clip
10	MY GLOBAL COMMUNITY	Technology in Communication	B1.5.4.1	B1.5.4.1.1.	Pictures, Charts, Video Clip
11	MY GLOBAL COMMUNITY	Technology in Communication	B1.5.4.1	B1.5.4.1.1.	Pictures, Charts, Video Clip
12	MY GLOBAL COMMUNITY	Technology in Communication	B1.5.4.1.	B1.5.4.1.1.	Pictures, Charts, Video Clip

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GHANAIAN LANGUAGE P1 Term 3

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Giving and Following Commands/Instructions	B1.1.10.1. B1.1.11.1.	B1.1.9.1.3 B1.1.10.1.1	Drums, drum sticks, recorded
2.	Oral Language	Giving and Following Commands /Instructions	B1.1.11.1. B1.1.11.1.	B1.1.10.1.2 B1.1.11.1.1.	audios, Manila cards, recorded audio visuals
3.	Oral Language	Presentation	B1.2.5.1. B1.2.6.1. B1.2.6.1.	B1.1.11.1.2 B1.1.11.1.3	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Comprehension	B1.2.6.1. B1.2.7.1. B1.2.7.1.	B1.2.5.1.4 B1.2.6.1.1 B1.2.6.1.2	Manila cards, markers, recorded audio- visual
5.	Reading	Silent Reading	B1.2.8.1. B1.2.8.1.	B1.2.6.1.3 B1.2.7.1.1 B1.2.7.1.2	Manila cards, markers, recorded audio- visual
6.	Reading	Fluency	B1.3.3.1. B1.3.3.1.	B1.2.8.1.1 B1.2.8.1.2	Manila Cards, Class reader
7.	Writing	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom	B1.3.3.2.	B1.3.3.1.3 B1.3.3.1.4	Manila Cards, Markers
8.	Writing	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom	B1.1.10.1. B1.1.11.1.	B1.3.3.2.1	Word cards, Manila card Markers Word cards Manila card Markers

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9.	Writing	Copying/Writing Simple Sentences with Correct Spacing	B1.3.4.1.	B1.3.4.1.1	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing	Integrating Grammar in Written	B1.5.5.1.	B1.5.5.1.2	Word cards,
	Convention	Language (Use of Postpositions)	B1.5.5.1.	B1.5.5.1.3	Manila card
	s/		B1.5.7.1.	B1.5.7.1.1.	Markers Word
	Usage		, C		Cards, Manila card,
11.	Writing	Integrating Grammar in Written	B1.5.7.1	B1.5.7.1.2	Reading materials
	Convention	Language (Spelling)	B1.5.7.1.	B1.5.7.1.3	
	s/ Usage				
12.	Extensive Reading/	Read Aloud With Children	B1.6.2.1.	B1.6.2.1.1	Manila Cards, Markers
	Children				
	Library				

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TERM THREE BASIC ONE WEEK 1

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:		Class size:		
Day:		Date:		
Period :		Lesson:		
Strand : Sub-strar		nd:		
A. Reading	A. Pi	re-Reading Activities		
B. Writing	B. W	riting Letters – Small and Capital		
C. Using Writing Conventions C. Usi		sing Capitalisation		
D. Extensive Readir	D. B	uilding the Love and Culture of Reading		
Indicator (code)	B1.2.1.2.3. B1.4.3.1.3.	B1.5.1.1.3 B1.6.1.1.1		
Content standard (code) B1.2.1.2 B1.4.3.1	B1.5.1.1. B1.6.1.1.		
Performance Indicator	 A. Learners can say the new word when asked to delete, add initial sound or substitute an initial, middle or final sound (Phoneme deletion, addition, substitution) B. Learners can write words using both capital and small letters C. Learners can use capital letters to write other proper nouns D. Learners can read a variety of age – appropriate books and texts from print 			
Core Competencies: Cre	ativity and Innovation Commu	unication and Collaboration Personal Development and		
Leadership Critical Thinking 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 La	nguage curriculum Page			

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
	learning)		
Tuesday	Engage	<u>B. READING</u>	What have we learnt
	learners to	Say a word and model using phoneme deletion,	today?
	sing songs	addition and substitution strategies to say new words	
	and recite	from the given word,	Ask learners to
	familiar	e.g.	summarize the main
	rhymes	- phoneme deletion: brat= rat, etc.	points in the lesson
		- phoneme substitution: cat=bat, bat = bet, bet=bell,	
		etc.	
		- phoneme addition: all =ball, etc.	
		Assessment: let learners mention new words	
Wednesday	00	<u>C. WRITING</u>	What have we learnt
	learners to	Write words in upper and lower cases.	today?
	sing songs	Model pronunciation of target words for learners to	
	and recite	repeat.	Ask learners to
	familiar	• Let learners copy the words from the board.	summarize the main
	rhymes	Encourage learners to space out letters appropriately in	points in the lesson
		the words. Let group leaders help other learners (who are not able to write some letters correctly).	
		are not able to write some letters correctly).	
		Assessment: let learners write words using both capital	
		and small letters	
Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Let them write the names of towns and particular	today?
	sing songs	places they are familiar with, beginning with capital	
	and recite	letters,e.g. names of schools,	Ask learners to
	familiar	Adukrom Primary School.	summarize the main
	rhymes		points in the lesson
		Assessment: let learners use capital letters to write	
Friday	Engage	other proper nouns	What have we leave
Friday	Engage	E. EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:		Class size:				
Day :			Date:				
Strand : Alge	ebra	Sub-stra	nd : F	Patterns and Relationship			
Indicator (co	ode)	B1.2.1.1.1					
Content star	ndard (code)	B1.2.1.1.					
Performance	e Indicator	Learners can demonstrate an understanding of repeating patterns with 2 to 4					
		repeating elements	epeating elements				
		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Counters					
Ref:	Mathematic	cs curriculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter (preparing the brain for learning)	(new learning including as	sessn	nent)	Plenary / Reflections		
Tuesday Sing songs		Identifying, duplicating, ex	tendii	ng or creating a simple	Review the lesson with		
	like:			, 4, 1, 2, 3, 4) with	Learners		
	ľm			? ★?? ★??)			
	counting	with 2 to 4 repeating elements,					

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	is one.	Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like: I'm counting one, what is one	Identifying, duplicating, extending or creating a simple -sound (clap, clap, snap, snap, clap, clap, snap, snap) with 2 to 4 repeating elements, or - action patterns (stand up, sit down, clap, stand up, sit down, clap) with 2 to 4 repeating elements	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	examples Identifying and describing errors or missing elements in number, shape, sound or action patterns with 2 to 4 repeating elements (e.g., - 277727777777777777777777777777777777	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Identifying and describing errors or missing elements in number, shape, sound or action patterns with 2 to 4 repeating elements (e.g., - ?????????????? - 2 4 6 2 6) Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Identifying, duplicating, extending or creating a simple - number patterns (1, 2, 3, 4, 1, 2, 3, 4) with 2 to 4 repeating elements, - shape patterns (e.g. ② ② ★ ② ② ★ ② ②) with 2 to 4 repeating elements, Assessment: have learners to practice with more examples	Review the lesson with Learners

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	LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:			Class size:				
Day:			Da	Date:				
Period :			Les	son:				
Strand : DIV	ERSITY OF MA	ATTER Sub-st	Sub-strand: LIVING AND NON-LIVING THINGS					
Indicator (co	ode)	B1.1.1.2.3						
Content star	ndard (code)	B1.1.1.2.						
Performance	e Indicator	Learners can describe the	differ	ences between living and	non-living things.			
		tivity and Innovation Coming and Problem Solving.	nunica	tion and Collaboration Pe	ersonal Development and			
Keywords								
T. L .R. (s)		Pictures						
Ref:	Science curi	riculum Page						
DAY	Phase 1:	Phase 2: Main			Phase 3:			
	Starter	(new learning including a	ssessr	nent)	Plenary / Reflections			
	(preparing							
(the brain							
	for							
	learning)							
Thursday	Engage	 Watch a video or obser 			What have we learnt			
	learners to	living things or go on an o			today?			
	sing songs	school community to obs	erve li	ving and non-living	Ask learners to			
	and recite	things.			summarize the			
	familiar	 Learners mention the n 		•	important points of the			
	rhymes	things and non-living thin	_		lesson			
		 Describe the difference 		•				
		living things using think-		•				
		in movement, growth, fe	eding,	reproduction).				

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	Give reasons for grouping things into living and non-
	living.
	Learners reflect on what they have learnt about living
	and non- living things and answer questions like: What
	are examples of living things? What are examples of
	non- living things? In what ways are living things
	different from non-living things? Come out with
	differences between non-living things and things that
	are dead.
	Assessment: let learners describe the differences
	between living and non-living things

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NANA FIIFI ACQUAH		
	:	LESSON PLAN

SUBJECT: RELIGIOUS AND	MORAL FOUCATION	CLASS: ONE
SOBJECT: NEELGIOOS / NIVE	IVIOIV LE EDUCATION	CL/ 133. OI1E

Week Ending:			Class size:			
Day:			Date:			
Period :			Lesson:			
Strand : Reli	gious Leaders	S	Sub-stran	nd : E	irth of the Leaders of the	e three Major Religions in
		0	Ghana			
Indicator (co	B1. 3.1.1.1:					
Content star	ndard (code)	B1. 3.1.1.1:				
Performance	e Indicator	Learners can narrat	te the sto	ories	of the birth of religious l	eaders.
		tivity and Innovation ng and Problem Solvi		inica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	llum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ding ass	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Show pictures and video clips depicting the birth of the religious leaders: Christian, Islamic and ATR			What have we learnt	
	learners to				today?	
	sing songs					
	and recite			rrate	the stories of the birth	Ask learners to
	familiar	of religious leaders.				summarize the main
	rhymes					points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:			Class size:			
Day:			Date:				
Period :				Lesson:			
Strand : Visu	ial Arts	Sub-stran	d : T	hinking and Exploring Ide	èas		
Indicator (co	ode)	B1. 1.1.1.3					
Content star	ndard (code)	B1. 1.1.1.					
Performance	e Indicator	Learners can reflect on own produced or found in the loc					
=		ivity and Innovation Communication and Collaboration Personal Development and g and Problem Solving.					
Keywords							
T. L .R. (s)	Pictures						
Ref:	Creative Art	ts curriculum					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including asse	essm	nent)	Phase 3: Plenary / Reflections		
Wednesda y	Engage learners to sing song s and recite familiar rhymes	Learners are to: I show knowledge about na wood, feather); I describe what makes up the (e.g. plants, rivers, animals, ouse ICT devices to watch vide environment;	he n	atural environment ds). Where possible,	What have we learnt today? Ask learners to summarize the main points in the lesson		

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NANA FIIFI ACQUAH	LECCON DI ANI
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:			
Day:			Dat	Date:			
Period :			Les	Lesson:			
Strand : OUR	R NATION GH	ANA S	ub-strand : /	nd : Authority and Power			
Indicator (co	ode)	B1.4.2.1.2.					
Content star	ndard (code)	B1.4.2.1.					
Performance	e Indicator	Learners can identif	fy people wh	o have power and author	ority and respect them, as		
		a responsible citizer	1.				
		tivity and Innovation ng and Problem Solvin		tion and Collaboration P	ersonal Development and		
Keywords)			
T. L .R. (s)		Pictures					
Ref:	Our World (Our People curriculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning include	ding assessn	nent)	Plenary / Reflections		
	(preparing the brain						
	for						
	learning)						
Tuesday	Engage	Learners talk about	the people v	vho have power and	What have we learnt		
	learners to	authority:		•	today?		
	sing songs	i. at Home: father, n	nother, olde	r siblings			
	and recite	ii. in class/school: he	ead teacher,	class teacher, school	Ask learners to		
	familiar	prefects, class prefe	ects		summarize the main		
	rhymes				points in the lesson		
		Learners give examp	ples of perso	ns occupying such			
		positions.					

		Assessment: Let learners identify people who have power and authority at Home	
Thursday	Engage learners to sing songs	Learners talk about the people who have power and authority: iii. in the community: chiefs, parliamentarians,	What have we learnt today?
	and recite familiar rhymes	assembly members iv. in the nation: president, vice president, speaker of parliament	Ask learners to summarize the main points in the lesson
		Learners give examples of persons occupying such positions.	
		Assessment: Let learners identify people who have power and authority in class/school),

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Ending:		Class size:			:	
Day:			Date:			
Period :		Lesson:				
Strand : Europeans i	Sub-strand : Arrival of Europeans					
Indicator (code)	B1.3.1.1.1					
Content standard (c	ode)	B1.3.1.1.				
Performance Indica	tor	Learners can explore which Europeans came to Ghana				
Core Competencies: Leadership Critical T			nmunicatio	n and Coll	aboration I	Personal Development and
Keywords						
T. L .R. (s)	Pictures					
Ref:	History o	curriculum	Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: N (new lear	Main ning includ	ing assess	sment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Which Europeans came to Ghana?	citizens ca Portugal, Germany Norway, N	ne Europea ame and se Britain, Fra (Brandenb Netherland nt: let lear s came to (ettled in Gh ince, Swed urg), Denr s. ners ident	nana — Ien, nark,	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	Engage learners	Identify the European countries whose	What have we learnt
	to sing songs and	citizens came and settled in Ghana —	today?
	recite familiar	Portugal, Britain, France, Sweden,	
	rhymes	Germany (Brandenburg), Denmark,	Ask learners to
		Norway, Netherlands.	summarize the main
		Assessment: let learners identify which Europeans came to Ghana	points in the lesson

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Endin	g:			Class size:	
Day:			Dat	e:	
Period :			Les	son :	
Strand : PHY	SICAL FITNES	S Sul	b-strand: S	TRENGTH	
Indicator (co	ode)	B1.3.2.3.1			
Content star	ndard (code)	B1.3.2.3.			
Performance	e Indicator	Learners can perform	n four conti	nuous push ups (biceps a	nd triceps).
		tivity and Innovation C ng and Problem Solving		tion and Collaboration Pe	ersonal Development and
T. L .R. (s)		cones			
Ref:	PE curriculu	m Page	5		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includi	ng assessn	nent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Friday	Learners	After warm ups, lie o	n the grour	nd face down with	What have we learnt
	jog round a	hands supporting che	est. Extend	the arms to move the	today?
	demarcate	upper body weight up	p and flex t	he arms to move the	
	d area in	body back to the lying	g position.	Guide learners to	Use answers to
	files while	practice to establish t	their base I	ne. Encourage them to	summarise the lesson.
	singing and	practice at home for	improveme	ent	
	clapping to				
	warm-up				
	the body				
	for				
	maximal				

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	ce and to		
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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:			Class size:	
Day:		Da	ate:		
Period :			Le	esson:	
Strand:			Sub-strand:		
Oral Langua	ge		Giving and F	ollowing Commands/Instr	uctions
Indicator (co	ode)	B1.1.9.1.3 B:	1.1.10.1.1.		
Content star	ndard (code)	B1.1.9.1. B2	1.1.10.1.		
 The learner should recogn "where" and" when". The learner should explain 			ain what a command is	ersonal Development and	
		ng and Problem So		ation and Conaporation P	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, recorde	ed audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding assess	ment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	engage learners in question tags. "w • Ask learners qu	n a group con ho", "what", estions to find o use questio	shoe formation and versation using the "where" and "when." dout if they can n tags. "what?", "who?",	What have we learnt today? Review the lesson with learners

I		
	Ask some learners to write some questions consisting	
	of the question words on the board.	
	Ask another learner to read and identify the question	
	words.	
	Assessment: let learners identify how to answer	
	questions on, 'who", "what", "where" and" when".	
Engage	Write some commands on a flashcard.	What have we learnt
leaners to	Lead learners to read the commands on the	today?
sing songs		
and recite	Direct learners to demonstrate the commands they	Review the lesson with
familiar	have read.	learners
rhymes	 Assist learners to recognise commands. E.g: Stand up! Sit down! etc. 	
	up: Sit down: etc.	
	Assessment: let learners explain what a command is	
Engage	Write some commands on a flashcard.	What have we learnt
leaners to	• Lead learners to read the commands on the flashcard.	today?
sing songs	Direct learners to demonstrate the commands they	
and recite	have read.	
familiar	Assist learners to recognise commands. E.g. Stand up!	Review the lesson with
rhymes	Sit down! etc.	learners
	Assessment: let learners explain what a command is	
	Assessment. Tet learners explain what a command is	

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TERM THREE BASIC ONE WEEK 2

NANA FIIFI ACQUAH		
	:	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:			Class size:		
Day:		Dat	te:		
Period :		Les	son :	7	
Strand :	,	Sub-strand:			
A. Oral Language		A. Conve			
B. Reading			eading Activitie		
C. Writing			g Letters – Sma	all and Capital	
D. Using Writing Co			Capitalisation		
E. Extensive Readin	g	E. Buildir	ng the Love and	d Culture of Read	ding
Indicator (code)	B1.1.6.2.1 B1	1.2.1.2.3.	B1.4.3.1.3.	B1.5.1.1.3	B1.6.1.1.1
Content standard			B1.4.3.1.3.	B1.5.1.1.5 B1.5.1.1.	B1.6.1.1.
	B1.1.0.2. B1	1.2.1.2	B1.4.3.1.	B1.5.1.1.	B1.0.1.1.
(code) Performance Indicator	A 1.2222222		-11-1		
Performance indicator	substitute a substitution C. Learners car	n say the new n initial, midd n write word	word when as le or final soun s using both ca	ked to delete, and (Phoneme del	etters
		•		other proper no	
				<u> </u>	and texts from print
Core Competencies: Cre Leadership Critical Think	•		tion and Collab	oration Persona	al Development and
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a library.	a manila card and a cla
Ref:	English Lar	nguage 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 LANGUAGE • Let learners, working in groups, talk about some common places in the school (e.g. canteen, head teacher's office, library, etc.). • Lead learners, with questions, to talk about the places and their importance. • Let learners identify the importance of the places listed above. • In pairs/small groups, let learners engage in conversations on specific topics. Assessment: let learners talk about places and their importance.	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 • Say a word and model using phoneme deletion, addition and substitution strategies to say new words from the given word, e.g. - phoneme deletion: brat= rat, etc. - phoneme substitution: cat=bat, bat = bet, bet=bell, etc. - phoneme addition: all =ball, etc. Assessment: let learners mention new 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 • Write words in upper and lower cases. • Model pronunciation of target words for learners to repeat. • Let learners copy the words from the board. Encourage learners to space out letters appropriately in the words. Let group leaders help other learners (who are not able to write some letters correctly).	What have we learnt today? Ask learners to summarize the main points in the lesson

NANATIITA			
		Assessment: let learners write words using both capital and small letters.	
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
		Assessment: let learners use capital letters to write proper nouns	
Friday	Engage learners to sing songs and recite familiar rhymes	 E. EXTENSIVE READING Using book tease or book talk, introduce the reading/library time. Have a variety of age appropriate books for learners to make a choice from. Introduce picture or wordless books, pop-up and flipthe-page texts to learners. Encourage them to read individually and in pairs, and 	What have we learnt today? 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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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:			Class size:	
Day : Period :				Date:	
Strand : Algebra Sub-stra			Sub-strand : F	Patterns and Relationship	,
Indicator (co	ode)	B1.2.1.1.1			
Content star	ndard (code)	B1.2.1.1.			
Performance Indicator Learners can ddemonstrative repeating elements				understanding of repea	ting patterns with 2 to 4
		tivity and Innovations and Problem So		tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Pago	e		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding assessn	nent)	Plenary / Reflections
	(preparing				
	the brain for				
	learning)				

NANA FIIFI A		Downsonting a variation according to the control	Daview the lease 121
Monday	Sing songs like:	Representing a repeating sound or number pattern as shape pattern or vice versa (e.g., represent 1, 2, 1, 2 as	Review the lesson with Learners
		clap, snap, clap, snap or as ★ ② ★ ②)	
	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Tuesday	Sing songs	Representing a repeating sound or number pattern as	Review the lesson with
	like:	shape pattern or vice versa (e.g., represent 1, 2, 1, 2 as	Learners
		clap, snap, clap, snap or as ★ ② ★ ②)	
	ľm	Assessment: have learners to practice with more	
	counting	examples	
	one, what	examples	
	is one		
Wednesda	Sing songs	Identifying and describing patterns in and outside the	Review the lesson with
У	like:	classroom (in a song, in a fabric, etc.) For instance, use	Learners
		patterns in Kente as examples of repeating patterns.	
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		
Thursday	Sing songs	Identifying and describing patterns in and outside the	Review the lesson with
	like:	classroom (in a song, in a fabric, etc.) For instance, use	Learners
		patterns in Kente as examples of repeating patterns.	
	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
E data	is one	I de eff transit de contra en la contra en l	De la dist
Friday	Sing songs	Identifying and describing patterns in and outside the	Review the lesson with
	like:	classroom (in a song, in a fabric, etc.) For instance, use	Learners
	17	patterns in Kente as examples of repeating patterns.	
	l'm 	Accordments have learners to practice with more	
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Ending:				Class size:		
Day:			Da	Date:		
Period :				Lesson:		
Strand : DIV	ERSITY OF MA	ATTER Sub	-strand : I	MATERIALS		
Indicator (co	ode)	B1.1.2.3.1				
Content sta	ndard (code)	B1.1.2.3.				
Performanc	e Indicator	Learners can demonst materials put together		rstanding that a mixture	is two or more objects or	
=			ommunica	tion and Collaboration Pe	ersonal Development and	
Keywords				>		
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includin	g assessn	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Monday	Engage	 Present several diffe 	rent mate	erials to the groups such	What have we learnt	
	learners to	as gari, sand, water, sa	aw dust, n	nilo, salt, sugar, milk	today?	
	sing songs	powder, etc.				
	and recite	• Learners work in gro	ups to co	mbine the materials in	Ask learners to	
	familiar	any proportion, two at	t a time, e	.g. gari and sand; milo	summarize the	
	rhymes	and milk powder; suga	ar and wat	er etc. and describe	important points of the	
		what happens in each	case.		lesson	
		 Learners find out wh 	ether the	products they have		
		formed are the same a	as the indi	vidual materials.		

		In groups, learners give names to the combinations they have formed	
		Assessment: let learners explain what is a mixture	
Thursday	Engage	Provide learners with samples of mixtures, e.g. a	What have we learnt
	learners to	mixture of different coloured beads, a mixture of	today?
	sing songs	chocolate pellets of different colours to separate.	Ask learners to
	and recite	NB: The idea is for them to understand that when they	summarize the
	familiar	mix two or more things together, they form a mixture	important points of the
	rhymes	and that no new thing forms even though the starting	lesson
		and ending substances may look different from each	
		other	
		Assessment: let learners explain what is a mixture	

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NANA FIIFI ACQUAH		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending:			Class size:			
Day:			Date:			
Period :				Less	on:	
Strand: Reli	gious Leaders		Sub-strand : Birth of the Leaders of the three Major Religions Ghana			
Indicator (co	ode)	B1. 3.1.1.1:				
Content star	ndard (code)	B1. 3.1.1.				
Performance	e Indicator	Learners can narrate	e the sto	ories	of the birth of religious I	eaders.
		tivity and Innovation (ng and Problem Solvin		inicat	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning includ	ling asso	essm	ent)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	leaders			e birth of the religious the stories of the birth	What have we learnt today? Ask learners to summarize the main points in the lesson

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NANA FIIFI ACQUAH	
	LESSON PLAI

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:			Class size:	
Day:			Da	te :	
Period :			Les	son :	
Strand: PER	FORMING AR	TS Sub-st	rand :	Thinking and Exploring Ide	eas
Indicator (co	ode)	B1 2.1.1.3			
Content sta	ndard (code)	B1 2.1.1.			
Performanc	e Indicator				out how the performing unity reflect the natural
-		tivity and Innovation Comng and Problem Solving.	munica	tion and Collaboration Pe	ersonal Development and
Keywords			5		
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	ssessr	nent)	Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ② show knowledge abou stone, wood, feather); ② describe what makes u plants, rivers, animals, clodevices to watch videos of take out-of-classroom and objects in the local s	o the nouds). You the walks t	atural environment (e.g. Where possible, use ICT natural environment; o observe natural things	What have we learnt today? Ask learners to summarize the main points in the lesson

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		samples and/or take photographs or make videos of the natural environment ② organise samples of natural objects collected to create a 'natural learning corner' in the classroom Assessment: let learners talk about how the performing artworks produced or performed in the local community reflect the natural environment	
Wednesda y	Engage learners to sing song s and recite familiar rhymes	Learners are to: ② observe the natural objects carefully and talk about their features (e.g. colour, shape, size, smoothness, roughness, weight, sound they make, movements) ② share ideas about how any of the natural objects collected can be used to produce or perform music, dance or drama in the local community ② use ideas gained to improvise own performing artworks that express knowledge of the natural environment. Assessment: let learners talk about how the performing artworks produced or performed in the local community reflect the natural environment	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by :	 Signature:	Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:	
Day:			Da	e :	
Period :			Les	son :	
Strand: OUF	R NATION GH	ANA Sub-s	trand : /	Authority and Power	
Indicator (co	ode)	B1.4.2.1.2.			
Content star	ndard (code)	B1.4.2.1.			
Performance	e Indicator	Learners can identify pe	ople wh	o have power and author	ority and respect them, as
		a responsible citizen.			
_		tivity and Innovation Conng and Problem Solving.	nmunica	tion and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curriculum	Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	assessn	nent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Tuesday	Engage	Learners talk about the	people v	who have power and	What have we learnt
	learners to	authority:	1 1		today?
	sing songs	i. at Home: father, moth	er, olde	r siblings	,
	and recite	ii. in class/school: head	teacher,	class teacher, school	Ask learners to
	familiar	prefects, class prefects			summarize the main
	rhymes				points in the lesson
		Learners give examples	of perso	ns occupying such	
		positions.			

		Assessment: Let learners identify people who have	
		power and authority in the community	
Thursday	Engage	Learners talk about the people who have power and	What have we learnt
	learners to	authority:	today?
	sing songs	iii. in the community: chiefs, parliamentarians,	
	and recite	assembly members	Ask learners to
	familiar	iv. in the nation: president, vice president, speaker of	summarize the main
	rhymes	parliament	points in the lesson
		Learners give examples of persons occupying such	
		positions.	
		Assessment: Let learners identify people who have	
		power and authority in the nation	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Endin	g:			Class size:	
Day :			Da	te:	
Period :			Les	sson :	
Strand : Euro	opeans in Gha	ana Sub-s t	rand :	Arrival of Europeans	
Indicator (co	ode)	B1.3.1.1.1			
Content star	ndard (code)	B1.3.1.1.			
Performance	e Indicator	Learners can explore wh	ch Eur	opeans came to Ghana	
=		tivity and Innovation Comng and Problem Solving.	munica	ation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	assessi	nent)	Plenary / Reflections
((preparing the brain				
	for				
	learning)				
Tuesday	Engage	Arrange the Europeans i	the o	rder in which they came	What have we learnt
	learners to	to Ghana (starting with t	hose w	ho came first).	today?
	sing songs				
	and recite	Assessment: let learners	identi	fy which Europeans	Ask learners to
	familiar	came to Ghana			summarize the main
	rhymes				points in the lesson

	Which		
	country		
	came first?		
Thursday	Engage	Arrange the Europeans in the order in which they came	What have we learnt
	learners to	to Ghana (starting with those who came first).	today?
	sing songs and recite familiar rhymes	Assessment: let learners identify which Europeans came to Ghana	Ask learners to summarize the main points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Endin	g:			C	lass size:		
Day:				Date	:		
Period :				Lesso	n:		
Strand: PHY	SICAL FITNES	S	Sub-stranc	and : ENDURANCE			
Indicator (co	ode)	B1.3.3.4.1					
Content star	ndard (code)	B1.3.3.4.					
Performance	e Indicator	Learners can perfo	orm sit and	d reacl	7.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving. Keywords				ersonal Development and			
•			-				
T. L .R. (s)		cones					
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter	(new learning inclu	uding asse	essme	nt)		Plenary / Reflections
	(preparing the brain						
	for						
	learning)						
Friday	Learners	Learners sit with le	egs opened	d at sh	noulder width	apart.	What have we learnt
	jog round a	Guide them to the	toes of on	ne leg	with their har	nd and	today?
	demarcate	flex the trunk to to	ouch the kn	nee w	ith their foreh	ead.	
	d area in	Learners flex and	end at thei	ir limit			Use answers to
	files while						summarise the lesson.
	singing and						
	clapping to						
	warm-up						
	the body						
	for						
	maximal						

ce and to prevent injuries Vetted by :	NANA FIIFI AC	performan			
prevent injuries Vetted by:					
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NANA FIIFI ACQUAH	
	 LESSON PLAN

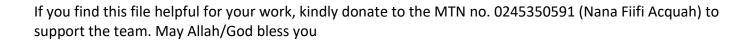
SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Endin	g:			Class size:	
Day :				Date :	
Period :				Lesson:	
Strand:			Sub-strar	nd:	
Oral Langua	ge		Giving an	d Following Commands/Instr	uctions
Indicator (co	ode)	B1.1.10.1.2	B1.1.11.1.1	4	
Content star	ndard (code)	B1.1.10.1.	B1.1.11.1.		
The learner should respond to four or five commands The learner should discuss the times of the day Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
				9	
Keywords					
T. L .R. (s) Manila cards, markers, recor		rded audios visual			
Ref:	Ref: Ghanaian Language curriculum				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	while the other d • Ask learners to learner when the	pairs and loes what tell you the command	et one issue a command the command says. e reaction of the other	What have we learnt today? Review the lesson with learners

	Assessment: let learners respond to four or five commands	
Engage leaners to sing songs and recite familiar rhymes	,	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Write the different times of the day on a flashcard. Lead learners to read the different times of the day. Assist learners to recognise and mention the different times of the day. E.g.: morning, afternoon and evening. Assessment: let learners identify the times of the day 	What have we learnt today? Review the lesson with learners

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TERM THREE BASIC ONE WEEK 3



NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE	CLASS: ONE
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Week Ending:		Class size:		
Day:		Date :	7/1	
Period :		Lesson :		
Strand :	Sub-strance	d:		
A. Oral Language	A. Coi	nversation		
B. Reading	B. Pho	onics		
C. Writing	C. Wr	iting Letters – S	mall and Capita	I
D. Using Writing Conventions D. Us		Ising Capitalisation		
E. Extensive Reading	E. Extensive Reading E. Building the Love and Culture of Reading			eading
Indicator (code)	B1.1.6.2.2. B1.2.2.1.5	B1.4.3.1.3.	B1.5.1.1.3	B1.6.1.1.1
Content standard (code)	B1.1.6.2. B1.2.2.1.	B1.4.3.1.	B1.5.1.1.	B1.6.1.1.
Performance Indicator	A. Learners can talk abo			als, toys, etc.
	B. Learners can segmen	t syllables/word	ls into sounds.	
	C. Learners can write w	vords using both	n capital and sm	all
	D. Learners can use cap	ital letters to w	rite other prope	r nouns
	E. Learners can read a v	variety of age – a	appropriate boo	ks and texts from print
	ativity and Innovation Commur	nication and Col	laboration Perso	onal Development and
Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)	Word cards, sentence cards, library.	letter cards, ha	ndwriting on a n	nanila card and a class
Ref: English Lan	guage curriculum Page			

DAY	Phase 1:	Phase 2: Main	Phase 3:
5, 11	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing	(control of the control of the contr	,,
	the brain		
	for		
	learning)		
Monday	Engage	A. ORAL LANGAUGE	What have we learnt
	learners to	Learners talk about likes and dislikes: food, animals,	today?
	sing songs	toys, etc.	
	and recite		Ask learners to
	familiar	Assessment: let learners talk about likes and dislikes:	summarize the main
	rhymes	food, animals, toys, etc.	points in the lesson
	mymes	100d, diffinals, coys, etc.	points in the lesson
Tuesday	Engago	D DEADING	What have we learnt
Tuesday	Engage learners to	B. READING • Revise the sounds of letters and words learners have	today?
	sing songs	learnt.	today:
	and recite	Demonstrate syllable segmentation by breaking two-	Ask learners to
	familiar	syllable words. Break two syllable words into syllables.	summarize the main
	rhymes	e.g. pencil = pen-cil	points in the lesson
		baby = ba-by	
		mother = mo-ther	
		 Let learners read the words and use them in 	
		sentences.	
		Assessment: let learners segment syllables/words into	
Modeocday	Граза	sounds	M/hat have we learnt
Wednesday	Engage learners to	<u>C. WRITING</u> • Write words in upper and lower cases.	What have we learnt today?
	sing songs	Model pronunciation of target words for learners to	today:
	and recite	repeat.	Ask learners to
	familiar	Let learners copy the words from the board.	summarize the main
	rhymes	Encourage learners to space out letters appropriately in	points in the lesson
		the words. Let group leaders help other learners (who	
		are not able to write some letters correctly).	
	/ /,	Assessment: let learners write words using both capital	
Thursday	Engago	and small D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
iliuisudy	Engage learners to	Let them write the names of towns and particular	today?
	sing songs	places they are familiar with, beginning with capital	today:
	and recite	letters,e.g. names of schools,	Ask learners to
	familiar	Adukrom Primary School.	summarize the main
	rhymes	· · · · · · · · · · · · · · · · · · ·	points in the lesson
	•		

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

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending:			Class size:		
Day:			ate:		
Period :			esson:		
Strand : GEC	METRY AND	MEASUREMENT S	ub-strand :	2D and 3D Shapes	
Indicator (co	ode)	B1.3.1.1.1			
Content standard (code) B1.3		B1.3.1.1.			
Performance	e Indicator	Learners can disting	Learners can distinguish between attributes that define a two-dimensional figure		
		or three-dimension	al figure an	d attributes that do not de	efine the shape
_		tivity and Innovation ng and Problem Solvi		ation and Collaboration P	ersonal Development and
Keywords		<i>K</i>			
T. L .R. (s)		2D cut out shapes a	nd 3D obje	cts	
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
Starter (new learning including asse		ding assess	ment)	Plenary / Reflections	
(preparing					
the brain					
	for				
N.A I -	learning)	Lile and an absence of	/I I		De la Halana de la
Monday	Sing songs	Identify 2D shapes (quares, rectangles, bjects (cubes, cylinders,	Review the lesson with
	like:	spheres, rectangula			Learners
			٠٠٠ ر٥٠٠٠٠٥ . تم		

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	I'm counting one, what is one	beyond; Identify what features define a shape or an object (e.g. triangles are closed and have three sides) and other features (colour, orientation or size) Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Identify 2D shapes (triangles, squares, rectangles, circles) on the surfaces of 3D objects (cubes, cylinders, spheres, rectangular prisms) in the classroom or beyond; Identify what features define a shape or an object (e.g. triangles are closed and have three sides) and other features (colour, orientation or size) Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesda y	Sing songs like: I'm counting one, what is one	Sort a given set of 2D shapes and 3D objects using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them; Describe the difference between two given presorted sets of familiar 3D objects or 2D shapes and the feature or criteria used to sort 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,.	Sort a given set of 2D shapes and 3D objects using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them; Describe the difference between two given presorted sets of familiar 3D objects or 2D shapes and the feature or criteria used to sort them Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting	Sort a given set of 2D shapes and 3D objects using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them; Describe the difference between two given pre-	Review the lesson with Learners

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one, what	sorted sets of familiar 3D objects or 2D shapes and the	
is one	feature or criteria used to sort them	
1 - One is		
one	Assessment: have learners to practice with more	
	examples	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:			Class size:			
Day :			Dat	e :			
Period :			Les	son :			
Strand : CYC	LES	Sub	o-strand : E	ARTH SCIENCE			
Indicator (co	ode)	B1.2.1.4.2					
Content star	ndard (code)	B1.2.1.4.					
Performance	e Indicator	Learners can demonst	trate the ex	xistence of air in the envi	ronment.		
=		tivity and Innovation Cong and Problem Solving		tion and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures	Pictures				
Ref:	Science curi	riculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	ng assessm	nent)	Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	that demonstrate the piece of paper across in an open space, wat	e existence the face, le tching a ho e school, cl eath, askin	eaving inflated balloons isted flag, observing the osing their mouths and g learners to fan	What have we learnt today? Ask learners to summarize the important points of the lesson		

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		Learners talk about their observations in each case, e.g. explain what causes the leaves and hoisted flag to move	
		Assessment: let learners explain the existence of air in the environment	
Thursday	Engage	Ask learners to outline uses of air in their lives. e.g.	What have we learnt
	learners to	whistling, blowing of trumpets, flying kites, sailing of	today?
	sing songs	boats, breathing, etc.	Ask learners to
	and recite	Summarise the lesson by explaining to learners that air	summarize the
	familiar	is everywhere	important points of the
	rhymes		lesson
		Assessment: let learners explain the existence of air in	
		the environment	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Endin	g:				Class size:	
Day:				Date	e:	
Period :			I	Less	on:	
Strand: Reli	gious Leaders	Sub	-strand	d : B	irth of the Leaders of the	e three Major Religions in
		Gha	ana			
Indicator (co	ode)	B1. 3.1.1.1:				
Content star	ndard (code)	B1. 3.1.1.				
Performance	e Indicator	Learners can narrate t	the stor	ies	of the birth of religious I	eaders.
				nicat	ion and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solving.	•			
Keywords						
Reywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includin	ng asses	ssm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Engage	Let learners dramatise	the hi	rth (of the religious leaders.	What have we learnt
Tiluay	learners to	Let learners dramatise	tile bli		of the religious leaders.	today?
	sing songs	Accoccment: let learne	orc narr	rato	the stories of the birth	today:
	and recite		ers man	ate	the stories of the birth	Ask learners to
		of religious leaders.				
	familiar					summarize the main
	rhymes					points in the lesson

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending:				Class size:		
Day:			Da	te:		
Period:			Les	sson :		
Strand : VISU	JAL ARTS	S	ub-strand :	Planning, Making and Cor	mposing	
Indicator (co	ode)	B1 1.2.2.3				
Content star	ndard (code)	B1 1.2.2.				
Performance Indicator Learners can explore available means of using relevant visual arts making materials and methods to make own artworks that reflect the natural and made environments of the local community					<u> </u>	
=		tivity and Innovation ng and Problem Solvi		ation and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning include	ding assessr	ment)	Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	artworks that are po	roduced or f	making tools, materials	What have we learnt today? Ask learners to summarize the main points in the lesson	

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		② organise and develop own ideas, knowledge an understanding of what makes up the natural and manmade environment;	
		Assessment: let learners make own artworks that reflect the natural and man-made environments of the local community	
Wednesda	Engage	Learners are to	What have we learnt
У	learners to sing song	make pencil/crayon outlines to define the artworks they plan to make to reflect the natural and man-made	today?
	s and	environments	Ask learners to
	recite		summarize the main
	familiar rhymes	Assessment: let learners make own artworks that reflect the natural and man-made environments of the local community	points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:	
Day :			Da	te :	
Period :			Les	son :	
Strand: OUF	R NATION GH	ANA Sub-st	rand:	Farming in Ghana	
Indicator (co	ode)	B1.4.3.1.1			
Content star	ndard (code)	B1.4.3.1.			
Performance		community.			e in the home, school and
		tivity and Innovation Comng and Problem Solving.	munica	ition and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curriculum P	age		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	assessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for learning)				
Tuesday	Engage	Through questions and a	nswers	. learners mention the	What have we learnt
	learners to	types of energy sources a			today?
	sing songs	communities, e.g. sun, w			,
	and recite	kerosene and gas (LPG)	,	,	Ask learners to
	familiar	(Whole class /small grou	discu	ssion).	summarize the main
	rhymes	Learners talk about uses smoking and drying of fo			points in the lesson

		Assessment: Let learners mention the types of energy sources available in the home and school	
Thursday	Engage learners to sing songs	Learners draw a bulb, flashlight coal pot, etc Share their drawings with peers in the class in order to appreciate the sources of energy in the home and	What have we learnt today?
	and recite familiar rhymes	Assessment: Let learners mention the types of energy sources available in the home, school and community.	Ask learners to summarize the main points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Ending	g:			Class size:	
Day:		Da	Date:		
Period :			Le	sson :	
Strand : Euro	opeans in Gha	ana Su	ub-strand :	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	y countries	on the world map using	the internet
=		tivity and Innovation ng and Problem Solvin		ation and Collaboration F	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning includ	ling assess	ment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	the internet	ners identi	on the world map using fy countries on the world	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	Engage	Locate each of these countries on the world map using	What have we learnt
	learners to	the internet	today?
	sing songs		
	and recite		Where did they first
	familiar	Assessment: let learners identify countries on the	settle? (From parents)
	rhymes	world map using the internet	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Endin	g:			Class size:	
Day:			D	ate:	
Period :			Le	esson :	
Strand :	PHYSICAL F	FITNESS	Sub-strand	BODY COMPOSITION	
Indicator (co	ode)	B1.3.4.5.1			
Content star	ndard (code)	B1.3.4.5.			
Performanc	e Indicator	Learners can ident	tify human b	ody parts.	9
		tivity and Innovationg and Problem Solv		cation and Collaboration P	Personal Development and
			-		
T. L .R. (s)		cones			
Ref:	PE curriculu	m Page		<i></i>	
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	uding assess	ment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Friday	Learners	Use pictures and v	ideos to hel	o learners identify parts	What have we learnt
	jog round a	of the body. Ment	ion a body p	art and ask learners to	today?
	demarcate	point at it on the v	wall chart		
	d area in				Use answers to
	files while				summarise the lesson.
	singing and				
	clapping to				
	warm-up				
	the body				
	for				
	maximal				

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	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:			Class size:	
Day :				Date :	
Period :				Lesson:	
Strand:			Sub-strance	d:	
Oral Langua	ge	<u>-</u>	Presentati	on	
Indicator (co	-	B1.1.11.1.2.	B1.1.1	11.1.3	
Content star	ndard (code)	B1.1.11.1.	B1.1.1	.1.1.	
Performance		The learner	er should say the names of the days of the week. er should say the time by the hour		
=		ng and Problem So		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, recor	ded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asse	ssment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
	Engage		es of the day	s of the week on the	What have we learnt
leaners to		204.4.			today?
	sing songs and recite		o read the n	ames of the days of the	
	familiar	week.			
	rhymes		_	and mention the names of	Review the lesson with
	,	the days of the w	eek. E.g. Mo	onday, Tuesday,	learners
		Wednesday, etc.			

	Assessment: let learners say the names of the days of the week.	
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Assessment: let learners say the time by the hour Ask a learner to tell the time for assembly and for recreation time in the school. Discuss time with the learners using a model clock. Assist learners through discussion to tell time by the hour. E.g.: The time is 1 o'clock. The time is 12 o'clock, etc. Assessment: let learners say the time by the hour 	What have we learnt today? Review the lesson with learners

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TERM THREE BASIC ONE WEEK 4

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Date : Date :	Week Ending:		Class size:		
A. Cral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading D. Using Capitalisation E. Building 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) Performance Indicator 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 Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords Word cards, sentence cards, letter cards, handwriting on a manila card and a class					
A. Listening Comprehension B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading 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) Performance Indicator 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 capital letters to write other proper nouns E. Learners can use capital letters to write other proper nouns E. Learners can read a variety of age — appropriate books and texts from print Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords Word cards, sentence cards, letter cards, handwriting on a manila card and a class					
A. Listening Comprehension B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading 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) Performance Indicator 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 capital letters to write other proper nouns E. Learners can use capital letters to write other proper nouns E. Learners can read a variety of age — appropriate books and texts from print Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords Word cards, sentence cards, letter cards, handwriting on a manila card and a class					
B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading D. Using Capitalisation E. Building 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) Performance Indicator 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 capital letters to write other proper nouns E. Learners can read a variety of age – appropriate books and texts from print Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords Word cards, sentence cards, letter cards, handwriting on a manila card and a class	Strand :	Sub-strand			
C. Writing Simple Words and Sentences D. Using Writing Conventions E. Extensive Reading 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) Performance Indicator 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 Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords Word cards, sentence cards, letter cards, handwriting on a manila card and a class	A. Oral Language	A. Liste	ning Comprehension		
D. Using Writing Conventions E. Extensive Reading B. Building 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) Performance Indicator 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 Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords Word cards, sentence cards, letter cards, handwriting on a manila card and a class	B. Reading	B. Pho	nics		
E. Extensive Reading E. Building 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) Performance Indicator 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 Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class	C. Writing	C. Writ	ing Simple Words and Senter	nces	
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) Performance Indicator 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 Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords Word cards, sentence cards, letter cards, handwriting on a manila card and a class	D. Using Writing Co	nventions D. Usir	g Capitalisation		
Content standard (code) Performance Indicator 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 Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords Word cards, sentence cards, letter cards, handwriting on a manila card and a class	E. Extensive Readin	g E. Buil	ling the Love and Culture of F	Reading	
Performance Indicator 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 Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords Word cards, sentence cards, letter cards, handwriting on a manila card and a class	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	
Performance Indicator 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 Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords Word cards, sentence cards, letter cards, handwriting on a manila card and a class	Content standard	B1.1.7.1.4 B1.2.2.1.	B1.4.5.1. B1.5.1.1.	B1.6.1.1.	
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 Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L.R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class	(code)				
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 Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords Word cards, sentence cards, letter cards, handwriting on a manila card and a class	Performance Indicator	A. Learners can listen to a	nd produce descriptions of pi	ctures and objects (e.g.	
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 Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L.R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class		vehicles, animals)			
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 Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L.R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class			•		
E. Learners can read a variety of age – appropriate books and texts from print Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L.R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class		C. Learners can use basic	descriptive words in writing	simple sentence	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L.R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class		•	• •		
Leadership Critical Thinking and Problem Solving. Keywords T. L.R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class				·	
Keywords T. L.R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class					
T. L.R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class	Leadership Critical Think	ing and Problem Solving.			
	Keywords				
	T. L .R. (s)		ter cards, handwriting on a n	nanila card and a class	

Ref:	English Lan	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	learning)		
Monday	Engage learners to sing songs and	A. ORAL LANGAUGE • Show pictures of common objects and animals to learners. • Have learners think-pair-share what they see in the	What have we learnt today? Ask learners to
	recite familiar rhymes	picture. Have them describe, in groups/pairs, the pictures to one another in turns	summarize the main points in the lesson
		Assessment: let learners describe the pictures to one another in turns	
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
	inymes	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. 	Ask learners to summarize the main points in the lesson
	,	 Encourage them to read individually and in pairs, and provide support and encouragement. Assessment: let learners read a variety of age – appropriate books and texts from print 	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending:				Class size:			
Day:				te:			
Period :				ison:			
Strand : GEC	METRY AND	MEASUREMENT Sul	b-strand :	2D and 3D Shapes			
Indicator (co	ode)	B1.3.1.1.1					
Content star	ndard (code)	B1.3.1.1.	B1.3.1.1.				
Performance	e Indicator	Learners can distingu	Learners can distinguish between attributes that define a two-dimensional figure				
		or three-dimensional	figure and	l attributes that do not de	efine the shape		
_		tivity and Innovation C ng and Problem Solving		ation and Collaboration Po	ersonal Development and		
Keywords							
T. L .R. (s)		Counters					
Ref:	Mathematic	cs curriculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
Starter (nev		(new learning including assessment)		Plenary / Reflections			
(preparing							
	the brain						
	for						
	learning)						
Monday	Sing songs like:	Identify 3D objects in the er similar to a given 2D shape or or bucket that are similar to		, find the parts of a can	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
Wednesda y	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

	1000111		
		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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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:			Class size:			
Day:			Dat	e :			
Period :			Les	son :			
Strand: FOR	CES AND ENE	RGY Sub-stran	i d : F	ORCES AND MOVEMENT			
Indicator (co	ode)	B1.4.3.2.1					
Content star	ndard (code)	B1.4.3.2.					
Performance	e Indicator	Learners can understand wh	nat s	mple machines are and o	cite common examples.		
-		tivity and Innovation Commung and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	Science curi	riculum Page	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including asse	essm	ient)	Plenary / Reflections		
	(preparing						
(the brain						
	for						
2.0	learning)				NAME OF THE PARTY		
Monday	Engage	Engage learners in an activity to identify common			What have we learnt		
	learners to	machines in their homes and	today?				
	sing songs	Assemble simple machines the investigation that haves	s tor	learners to explore	A als la avec avec to		
	and recite familiar	their uses in the home.	ata :	the use of the provided	Ask learners to summarize the		
		Help learners to demonstr machines for undertaking vs.		•			
	rhymes	machines for undertaking values, picking up granules,			important points of the lesson		
		bottles, picking up granules,	elc.		1622011		

		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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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: RELIGIOUS AND	MORAL EDUCATION	CLASS: ONE
JODJECI. NELIGIOOS AINE	, IVIONAL EDUCATION	CLASS. OILL

Week Ending:				Class size:			
Day:				Date	: :		
Period :				Less	on:		
Strand : The	Family and th	ne Community Sub	b-stranc	d : R	oles and Relationships		
Indicator (co	ode)	B1. 4.1.1.1:					
Content star	ndard (code)	B1. 4.1.1.1					
Performance	e Indicator	Learners can identify	the role	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	ılum Page	lum 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 	ıps, talk	cabo	out their roles and roles	What have we learnt	
	learners to	of their parents in the family:			today?		
	sing songs	- Parents: Provision of shelter, food, security and					
	and recite	education, - Children	ı: runnir	ng ei	rands, performing	Ask learners to	
	familiar	house chores, etc.				summarize the main	
	rhymes					points in the lesson	
		Assessment: let learn	ers ider	ntify	the role of the		
		individual members o	of the fa	mily	'.		

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:			Class size:	
Day:			Date	2:	
Period :			Less	on:	
Strand : Peri	forming Arts	Sub-strar	nd : P	anning, Making and Cor	nposing
Indicator (co	ode)	B1 2.2.2.3			
Content star	ndard (code)	B1 2.2.2.			
Performanc	Learners can explore available means of using relevant performing instruments, resources and methods to create own artworks that reflect natural and manmade environments of the local community				artworks that reflect the
-		tivity and Innovation Commung and Problem Solving.	unicat	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 to music, dance and drama art community refine own ideas on the idea methods used by local performance organise and develop owe the natural and manmade expression.	twork instru ormin vn ide	ments, resources and g artists as 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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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :			Les	sson :	
Strand: OUR NATION GHANA		ANA Sub-s	strand :	Farming in Ghana	
Indicator (co	ode)	B1.4.4.1.1.			
Content star	ndard (code)	B1.4.4.1.			
Performance Indicator Le		Learners can describe fa	Learners can describe farming activities in the community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World	Our People curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	assessr	nent)	Plenary / Reflections
	(preparing				
(the brain				
	for				
	learning)				
Tuesday	Engage			l or community and talk	What have we learnt
	learners to	about different farm ac		• •	today?
	sing songs	pictures/ films on differ		•	
	and recite	growing of vegetable, fi	ruits, cor	n, goats, sheep, pigs,	Ask learners to
	familiar	cattle, etc.			summarize the main
	rhymes	_			points in the lesson
		Assessment: Let learne	rs descri	ibe farming activities in	
		the community			

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 Ending:		Class size:		
Day:			Date :	
Period :			Lesson:	
Strand : Europeans in Ghana Sub-stra		ana Sub-strand	d : Arrival of Europeans)
Indicator (co	ode)	B1.3.1.1.1	II V 3	
Content star	ndard (code)	B1.3.1.1.		
Performance Indicator Learners can identify wh		Learners can identify where	each country first settled in	Ghana
		tivity and Innovation Commurng and Problem Solving.	nication and Collaboration P	ersonal Development and
Keywords				
T. L .R. (s)		Pictures		
Ref:	History curr	iculum Page		
DAY	Phase 1:	Phase 2: Main		Phase 3:
	Starter (preparing the brain for learning)	(new learning including asse	ssment)	Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Find out where each country 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 learners to	Find out where each country first settled in Ghana	What have we learnt today?
	sing songs and recite	Assessment: let learners identify where each country first settled in Ghana	Ask learners to
	familiar		summarize the main

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points in the lesson

rhymes

NANA FIIFI ACQUAH			:	LESSON PLA	.N
SUBJECT: PHYSICAL ED	DUCATION	CL	.ASS: ON	IE	
Week Ending:				Class	size:
Day:				Date :	
Period :				Lesson:	
Strand : Physical Fitne	ess Concepts, Principles and Strat	egies	Sub-st	rand : Fitnes	s Programme
Indicator (code)		B1.4.1	L.4.1:		
Content standard (co	ode)	B1.4.1	L.4.		
Performance Indicate	or	Learners can participate in enjoyable physical activities for increasing periods of time.			
-	Creativity and Innovation Commuinking and Problem Solving.	unication	and Co	llaboration P	ersonal Development and
Keywords					
T. L .R. (s)		cones			
Ref:	PE curriculum	Page			
DAY	Phase 1:	Phase	2: Mair	1	Phase 3:
	Starter	-	_	including	Plenary / Reflections
	(preparing the brain for learning)	assess	sment)		
Friday	Learners jog round a	Obser	ve and r	ecord the	What have we learnt
	demarcated area in files while	activit	ties leari	ners enjoy	today?
	singing and clapping to warm-	doing	. Find oເ	it why they	
	up the body for maximal	enjoy	doing th	nem through	Use answers to
	performance and to prevent injuries	interv	iews		summarise the lesson.

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Signature: Date:

NANA FIIFI ACQUAH	
	LESSON PLAN

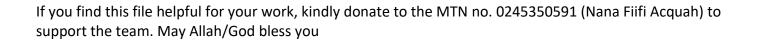
SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:			Class size:	
Day:			Dat	te :	
Period :			Les	son:	
Strand : Rea	ding	Sub-stran	id : (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.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development at Leadership Critical Thinking and Problem Solving.			ersonal Development and		
Keywords					
T. L .R. (s)		Manila cards, markers, reco	rdec	l audios visual	
Ref:	Ghanaian La	anguage curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including asso	essn	nent)	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 wor 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.	What have we learnt today? Review the lesson with learners

Vetted by Date Date	Vetted by :	Signature:	Date :
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TERM THREE BASIC ONE WEEK 5



NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending	g:			Class size:		
Day:				Date :	711	
Period :				Lesson:		
Strand:			Sub-stra	nd:		
A. Oral I				stening Compreh	ension	
	B. Reading B. Vocabulary					
C. Writi	_			riting Simple Wo		es .
_	Writing Con			sing Action Word		
E. Exten	E. Extensive Reading E. Building the Love and Culture of Reading				ading	
Indicator (co	de)	B1.1.7.1.4	B1.2.6.1.3	B1.4.5.1.3	B1.5.4.1.3	B1.6.1.1.1
Content star	ndard (code)	B1.1.7.1.	B1.2.6.1.	B1.4.5.1.	B1.5.4.1.	B1.6.1.1.
Performance	e Indicator	A. Learners	can listen t	to and produce de	scriptions of pict	ures and objects (e.g.
•		vehicles,	animals)			
		B. Learners	can use w	ords acquired thro	ough talk and rea	ding in conversation
		C. Learners	can use b	asic descriptive w	ords in writing si	mple sentence
		D. Learners	can use th	e present tense c	ontinuous form c	of verbs
		E. Learners	can read a	variety of age – a	ppropriate books	and texts from print
		•		unication and Coll	aboration Person	nal Development and
Leadership C	ritical Thinkii	ng and Problem So	olving.			
Keywords						
Reywords						
T. L .R. (s)		Word cards, sen library.	tence cards	s, letter cards, har	ndwriting on a ma	anila card and a class
Ref:	English Lang	guage curriculum	Page			
1	·					

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
	learning)		
Monday	Engage	A. ORAL LANGAUGE	What have we learnt
·	learners to	Show pictures of common objects and animals to	today?
	sing songs	learners.	
	and recite	Have learners think-pair-share what they see in the	Ask learners to
	familiar	picture.	summarize the main
	rhymes	Have them describe, in groups/pairs, the pictures to	points in the lesson
	Tityllics	one another in turns	points in the lesson
		one another in turns	
		Assessment: let learners describe the pictures to one	
		another in turns	
		another in tarns	
Tuesday	Engage	B. READING	What have we learnt
•	learners to	• In groups, let learners engage in conversation using	today?
	sing songs	familiar and high frequency words on given topics.	
	and recite	e. g. My Classroom	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
	_	Assessment: let learners use new words in sentences	1 1 1
Wednesday		C. WRITING	What have we learnt
	learners to	Have learners identify objects in the classroom, e. g.	today?
	sing songs and recite	tables, chairs, bags, etc.	Ask learners to
	familiar	 Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk 	summarize the main
	rhymes	about objects.	points in the lesson
	,es	Have learners work in pairs to write simple sentences,	'
		describing objects in the classroom,	
		e. g. My classroom is big.	
		The board is long and white.	
		The doors and windows are big.	
		Encourage learners to write two simple sentences each	
		(Exceptional learners should write four simple	
		sentences).	
		Assessment: let learners use basic descriptive words in	
		writing simple sentence	

Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
marsaay	learners to	S. WHITING CONVENTIONS / HVB GIVINI// IN COME	today?
	sing songs	Use the present tense continuous form of verbs	toddy:
	and recite	ose the present tense continuous form of verbs	Ask learners to
	familiar	A I let le le le	summarize the main
	rhymes	Assessment: let learners use the present tense	points in the lesson
		continuous form of verbs in sentences.	
	_		
Friday	Engage	<u>E. EXTENSIVE READING</u>	What have we learnt
	learners to	 Using book tease or book talk, introduce the reading/ 	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	

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vetted by	 Signature:	Date

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending	g:				Class size:	
Day:				Date		
Period :			l	Lesson:		
Strand : GEC	METRY AND	MEASUREMENT	Sub-strand	d : 21	D and 3D Shapes	
Indicator (co	ode)	B1.3.1.1.2				
Content star	ndard (code)	B1.3.1.1.				
Performance Indicator Learners can identify three rectangular prisms (includi attributes using formal geor			s (including	ıg cu	ibes), and triangular p	
		tivity and Innovationg and Problem Solv		nicat	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)	$\mathbb{N} \setminus \mathbb{N}$	Counters				
Ref:	Mathematic	ics curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding asses	essm	ent)	Phase 3: Plenary / Reflections

Monday	Sing songs	Sort a given set of 3D shapes using a given single	Review the lesson with
	like:	feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them	Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm	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	Review the lesson with Learners
	counting one, what is one	Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like:	Describe the difference between two given pre-sorted sets of familiar 3D shapes and the feature	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm counting one, what is one	Describe the difference between two given pre-sorted sets of familiar 3D shapes and the feature Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:	Describe the difference between two given pre-sorted sets of familiar 3D shapes and the feature	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Ending:			Class size:		
Day:			Dat	Date:	
Period :			Les	son :	
Strand : HUN ENVIRONME	MANS AND TH	HE Sub-stra	nd : I	PERSONAL HYGIENE AND	SANITATION
Indicator (co	ode)	B1. 5.1.1.3			
Content star	ndard (code)	B1. 5.1.1.			
Performance	e Indicator	Learners can demonstrate hands.	an ui	nderstanding of the need	for and how to wash the
-		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)		Plenary / Reflections	
Monday	Engage	• Lead learners through qu	estio	ns to come out with the	What have we learnt
	learners to	importance of washing the	importance of washing the hands.		
	sing songs	• Elaborate on their respo	nses t	o introduce the topic	
	and recite	"Hand-Washing".			Ask learners to
	familiar	• Learners discuss when to	wasl	n their hands. (The	summarize the
	rhymes	hands must be washed aft	er vis	ting the toilet, before	important points of the
		and after eating, after prac	tical	activity, after returning	lesson
		home from school or the p	laygr	ound).	

		Ask learners to name items used in hand-washing, (soap and running clean water).	
		Assessment: let learners explain the need to wash the hands.	
Thursday	Engage	Bring to the classroom, items used for hand-washing	What have we learnt
	learners to	and demonstrate the washing of hands to learners,	today?
	sing songs	emphasizing washing under running/flowing water.	Ask learners to
	and recite	Engage learners in groups to demonstrate washing of	summarize the
	familiar	hands.	important points of the
	rhymes	Learners brainstorm the possible health effects	lesson
		associated with failure to wash the hands properly.	
		Ask learners to draw illustrations of them washing	
		their hands with water and soap	
		Assessment: let learners describe how to wash the	
		hands.	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: RELIGIOUS AND	MORAL EDUCATION	CLASS: ONE

	Week Ending:			Class size:	
Day:			Date:		
		Le	esson :		
Family and th	ne Community Sub	o-strand	Roles and Relationships		
de)	B1. 4.1.1.1:	B1. 4.1.1.1:			
dard (code)	B1. 4.1.1.				
Indicator	Learners can identify t	the role (of the individual members	of the family.	
	•		cation and Collaboration Pe	ersonal Development and	
	Pictures				
RME curricu	llum Page				
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	 Let learners, in groups, talk about their roles and roles of their parents in the family: Parents: Provision of shelter, food, security and education, Children: running errands, performing house chores, etc. 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		
	de) Idard (code) Indicator Itencies: Crearitical Thinkir RME curricul Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar	de) B1. 4.1.1.1: Idard (code) B1. 4.1.1. Indicator Learners can identify tencies: Creativity and Innovation Coritical Thinking and Problem Solving Pictures RME curriculum Page Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite education, - Children: running entrymes Assessment: let learners	Family and the Community de) B1. 4.1.1.1: Indard (code) B1. 4.1.1. Indicator Learners can identify the role of tencies: Creativity and Innovation Community ritical Thinking and Problem Solving. Pictures RME curriculum Page Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes Pictures Phase 2: Main (new learning including assess of their parents in the family: - Parents: Provision of shelter, education, - Children: running errands, petc. Assessment: let learners identifications and recite familiar rhymes	Lesson: Family and the Community B1. 4.1.1.1: Idard (code) Indicator Learners can identify the role of the individual members tencies: Creativity and Innovation Communication and Collaboration Peritical Thinking and Problem Solving. Pictures RME curriculum Page Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes • Let learners, in groups, talk about their roles and roles education, - Children: running errands, performing house chores, etc.	

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verted by	Signature:	Date

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending:		Class size:			
Day:			Date:		
Period :			Lesson:		
Strand : VISU	JAL ARTS	Sub-stran	i d : F	Planning, Making and Cor	nposing
Indicator (co	ode)	B1 1.2.3.3			
Content star	ndard (code)	B1 1.2.3.			
Performance	e Indicator	Learners can create own vunderstanding of topical issues			n views, knowledge and
=		tivity and Innovation Commung and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum	s curriculum		
DAY	Phase 1: Starter	Phase 2: Main	0000	oont)	Phase 3:
	(preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections
Monday	Engage learners to sing songs	Learners are to: make artworks to reflect solution local community	ome	topical issues in the	What have we learnt today?
and recite familiar rhymes Assessment: let learners cre express own views, knowled topical issues in the local co		lge a	and understanding of	Ask learners to summarize the main points in the lesson	

	_ `		1
Wednesda	Engage	Learners are to:	What have we learnt
У	learners to	② make own drawings and colour them to educate the	today?
	sing song	local community on those topical issues.	
	s and		Ask learners to
	recite	Assessment: let learners create own visual artworks to	summarize the main
	i tamiliar i i	express own views, knowledge and understanding of topical issues in the local community	points in the lesson
	rhymes	topical issues in the local community	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Ending:				Class size:	
Day:			Dat	Date :	
Period :		Les	son :		
Strand: OUR	R NATION GH	ANA Sub-str	and : (Our Neighbouring Countr	ies
Indicator (co	ode)	B1.4.4.2.1			
Content star	ndard (code)	B1.4.4.2.			
Performance	e Indicator	Learners can identify simp	le agr	icultural tools.	
_		tivity and Innovation Comn	nunica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Dur People curriculum Pa	ur People curriculum Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including a	sessn	nent)	Plenary / Reflections
	(preparing				
(the brain				
	for				
	learning)				
Tuesday	Engage	Learners look at pictures	-	_	What have we learnt
	learners to	the real tools people use i		-	today?
	sing songs	talk about different simple	agric	ultural tools	
	and recite				Ask learners to
	familiar	Tools such as cutlass, hoe	wate	ring cans, hand trowels,	summarize the main
	rhymes	spade can be used.			points in the lesson
		Assessment: Let learners tools	identi	fy simple agricultural	

Thursday	Engage	Draw some of the agricultural tools used in Ghana, e.g.	What have we learnt
	learners to	cutlass, hoe, mattock, rake, hand fork, axe, watering	today?
	sing songs	can, etc.	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: Let learners draw some of the agricultural	points in the lesson
		tools used in Ghana	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Ending:				Class size:		
Day:			Dat	e :		
Period :			Les	son :		
Strand: Inde	ependent Gha	ana Sub-	strand : 1	The Republics		
Indicator (co	ode)	B1.6.1.1.1				
Content star	ndard (code)	B1.6.1.1.				
Performance	e Indicator	Learners can identify th	ne Presido	ents Ghana has had since	1960	
=		tivity and Innovation Conng and Problem Solving.	mmunica	tion and Collaboration Po	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	assessn	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Name the presidents of	f Ghana s	ince 1960.	What have we learnt	
	learners to				today?	
	sing songs					
	and recite	Assessment: let learner	rs identif	v the Presidents Ghana	Ask learners to	
	familiar	has had since 1960		,	summarize the main	
	rhymes				points in the lesson	
	Who was					
	Ghana's					

				_	_	
N	IΛ	NΙΛ		ΛC	വ	JAH
11	u —	IVA	ГΠ	 Al		JAI

	first		
	President?		
Thursday	Engage	Name the presidents of Ghana since 1960.	What have we learnt
	learners to sing songs		today?
	and recite familiar	Assessment: let learners identify the Presidents Ghana has had since 1960	Ask learners to summarize the main
	rhymes		points in the lesson

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Endin	g:			Class size:	
Day:			D	ate:	
Period :			L	esson :	
Strand: Phy	sical Fitness C	Concepts,	Sub-strand : Healthy Diet		
Principles an	nd Strategies			~ (\	
Indicator (co	ode)	B1.4.2.4.1:			
Content star	ndard (code)	B1.4.2.4.			
Performance	e Indicator	Learners can recog	gnise the ne	ed to drink water during ar	nd after physical activity.
		tivity and Innovationg and Problem Solv		cation and Collaboration Pe	ersonal Development and
Keywords				<i>/</i> 0,	
T. L .R. (s)		Cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	uding asses	sment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Friday	Learners		•	identify the need to drink	What have we learnt
	jog round a	• , ,	•	to prevent heat stroke,	today?
	demarcate	dehydration, and t	o control bo	ody temperature, etc.	
	d area in				Use answers to
	files while				summarise the lesson.
	singing and				
	clapping to				
	warm-up				
	the body				
	for				
	maximal				

	performan		
	ce and to		
	prevent		
	injuries		
Vetted by :		Signature:	Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending:			Class size:		
Day:				Date :	
Period :				Lesson :	
Strand :			Sub-stranc		
Reading			Silent Read	ding	
Indicator (co	ode)	B1.2.6.1.3 B	1.2.7.1.1.	B1.2.7.1.2	
	ndard (code)	B1.2.6.1. B2	1.2.7.1.	B1.2.7.1.	
Performance		 The learner should answer questions based on text read by teacher The learner should do picture reading The learner should read simple sentences of about four to five words 			
=		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	markers, recorded audios visual		
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	ssment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	read for their frie	ners to ask onds to answuestions bas	questions based on the text ver. ed on the text you have	What have we learnt today? Review the lesson with learners

		Assessment: let learners answer questions based on	
		text read by teacher	
En	ngage	• Put learners into groups and provide them with a	What have we learnt
lea	aners to	picture book.	today?
sin	ng songs	 Encourage learners to discuss the pictures among 	
an	nd recite	themselves while you go around to monitor.	Review the lesson with
far	miliar	Call leaders of the various groups to read their	learners
rhy	ymes	pictures to the whole class.	
		Assessment: let learners do picture reading	
	ngage	Write simple sentences made up of four or five words	What have we learnt
	aners to	on a card and display it on the board for learners to see.	today?
	ng songs	• Lead learners to read the sentences as a group.	
	nd recite	 Call learners to read and point to the sentences one 	
	miliar	by one.	Review the lesson with
rny	ymes		learners
		Assessment: let learners read simple sentences of	
		about four to five words	
		about four to five words	

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TERM THREE BASIC ONE WEEK 6

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:		Class size:		
Day: Period:		Date: Lesson:		
			7	
Strand :	Sub-stran			
A. Oral Language		king and Answering (Questions	
B. Reading		B. Vocabulary		
C. Writing		Vriting Simple Words and Sentences		
D. Using Writing Convention		Jsing Action Words		
E. Extensive Reading	E. Bu	ilding the Love and C	ulture of Read	ling
Indicator (code) B1.1.8	.1.2. B1.2.6.1.	3 B1.4.5.1.3	B1.5.4.1.3	B1.6.1.1.1
Content standard B1.1.8	.1. B1.2.6.1.	B1.4.5.1.	B1.5.4.1.	B1.6.1.1.
(code)				
Performance Indicator A.	Learners can use app	propriate pronunciat	ion and inton	ation in asking and
	answering Wh – quest			
В.	Learners can use wor	ds acquired through	talk and readii	ng in conversation
	Learners can use bas	•		
	Learners can use the	-		
	Learners can read a v			
Core Competencies: Creativity a		nication and Collabor	ation Persona	l Development and
Leadership Critical Thinking and	Problem Solving.			
Keywords				
T. L .R. (s) Word library	cards, sentence cards, l	etter cards, handwri	ting on a mani	la card and a class

Ref:	English Lan	nguage curriculum Page	
DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
	learning)		
Monday	Engage	A. ORAL LANGAUGE	What have we learnt
	learners	Revise Yes/No questions.	today?
	to sing	• Let learners identify some objects in the class (e.g.	
	songs and	board, bag, chair, etc.) and use them in asking simple	Ask learners to
	recite	questions,	summarize the main
	familiar	e.g. Should I clean the board?	points in the lesson
	rhymes	Is that your chair?	
		Do you have a pencil in your bag?	
		Introduce Wh- questions in context.	
		e.g.	
		i. What is this?	
		ii. What is your name?	
		iii. How old are you?	
		iv. How are you?	
		Pair learners to ask and answer questions.	
		Note: Yes/No questions use rising intonation and Wh is	
		falling intonation. However, answers for both use the	
		falling intonation.	
		Assessment: let learners use appropriate intonation in	
		asking and answering Wh – questions	
uesday	Engage	B. READING	What have we learnt
	learners	In groups, let learners engage in conversation using	today?
	to sing	familiar and high frequency words on given topics.	
	songs and	e. g. My Classroom	Ask learners to
	recite		summarize the main
	familiar		points in the lesson
	rhymes	Assessment: let learners use new words in sentences	

Wednesday	Engage	<u>C. WRITING</u>	What have we learnt
	learners	Have learners identify objects in the classroom, e. g.	today?
	to sing	tables, chairs, bags, etc.	
	songs and	Let learners tell the sizes, shapes and colours of the	Ask learners to
	recite	objects. Explain simply to them that the words talk	summarize the main
	familiar	about objects.	points in the lesson
	rhymes	Have learners work in pairs to write simple sentences,	
		describing objects in the classroom,	
		e. g. My classroom is big.	
		The board is long and white.	
		The doors and windows are big.	
		Encourage learners to write two simple sentences each	
		(Exceptional learners should write four simple	
		sentences).	
		Assessment: let learners use basic descriptive words in	
		writing simple sentence	
Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
,	learners		today?
	to sing	Use the present tense continuous form of verbs	
	songs and		Ask learners to
	recite		summarize the main
	familiar	Assessment: let learners use the present tense	points in the lesson
	rhymes	continuous form of verbs in sentences.	
Friday	Engage	<u>E. EXTENSIVE READING</u>	What have we learnt
	learners	 Using book tease or book talk, introduce the reading/ 	today?
	to sing	library time.	
	songs and	Have a variety of age appropriate books for learners to	Ask learners to
	recite	make a choice from.	summarize the main
	familiar	Introduce picture or wordless books, pop-up and flip-	points in the lesson
4	rhymes	the-page texts to learners.	
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	
		appropriate books and texts from print	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending:				Class size:	
Day:				ate:	
Period :				Lesson:	
Strand : GEC	METRY AND	MEASUREMENT	Sub-strand	: 2D and 3D Shapes	
Indicator (co	ode)	B1.3.1.1.3			
Content star	ndard (code)	B1.3.1.1.	B1.3.1.1.		
rectangles and squares		squares as s	o-dimensional shapes, ind special rectangles, rhomb formal geometric languag	uses and hexagons and	
		tivity and Innovati ng and Problem So		cation and Collaboration Po	ersonal Development and
Keywords					
T. L .R. (s)					
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	cluding assess	sment)	Phase 3: Plenary / Reflections

NANA FIIFI A	LQUAH		
Monday	Sing songs	Sort a given set of 2D shapes using a given single	Review the lesson with
	like:	feature or criteria (size, shape, etc.) and explain the	Learners
		sorting rule, feature or criteria used to sort them	
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what	Champies	
	is one		
	1 - One is		
	one		
Tuesday	Sing songs	Sort a given set of 2D shapes using a given single	Review the lesson with
	like:	feature or criteria (size, shape, etc.) and explain the	Learners
		sorting rule, feature or criteria used to sort them	
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		2
Wednesda	Sing songs	Describe the difference between two given pre-sorted	Review the lesson with
У	like:	sets of familiar 2D shapes and the feature	Learners
	1/	Assessment: have learners to practice with more	
	I'm	examples	
	counting		
	one, what is one		
Thursday	Sing songs	Describe the difference between two given pre-sorted	Review the lesson with
TiluiSuay	like:	sets of familiar 2D shapes and the feature	Learners
	like.	sets of familiar 2D shapes and the feature	Learners
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		
Friday	Sing songs	Describe the difference between two given pre-sorted	Review the lesson with
	like:	sets of familiar 2D shapes and the feature	Learners
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		
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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Ending:				Class size:		
Day:			Da	Date:		
Period :			Les	son:		
Strand: HUN	MANS AND TH	HE Sub-st	rand :	PERSONAL HYGIENE AND	SANITATION	
ENVIRONME	NT			1		
Indicator (co	ode)	B1.5.1.2.1				
Content star	ndard (code)	B1.5.1.2.				
Performance	e Indicator	Learners can know the ne	ed to	keep the environment cle	ean.	
=		tivity and Innovation Coming and Problem Solving.	nunica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections	
Monday	Engage	Go on a nature walk to	observ	e the things in the	What have we learnt	
inclinately (learners to	environment.	0.000.		today?	
	sing songs	Learners talk about what	at thev	observed during the	coddy.	
	and recite	nature walk.	,		Ask learners to	
	familiar	 Show pictures of the na 	tural a	nd human features of	summarize the	
	rhymes	the environment.			important points of the	
	,	Engage learners to disciplinate to disciplinate the	uss wh	at will happen to them	lesson	
		if the environment is very		• •		

		Assessment: let learners describe what will happen to them if the environment is very dusty and unclean.	
Thursday	Engage learners to sing songs and recite familiar rhymes	 Brainstorm with learners on what will happen if they do not weed or keep their school, home and community clean. In groups, learners present their ideas by explaining further why it is important to keep the environment clean. Learners compose songs on how to keep the environment clean and draw pictures to depict clean environments. Assessment: let learners describe how to keep the environment clean	What have we learnt today? Ask learners to summarize the important points of the lesson

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NANA FIIFI ACQUAH		
	:	LESSON PLAN

SUBJECT: RELIGIOUS AND	MORAL EDUCATION	CLASS: ONE
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Week Ending:				Class size:		
Day:			Da	Date :		
Period :			Les	son :		
Strand : The	Family and th	ne Community Sub-st	rand :	Roles and Relationships		
Indicator (co	ode)	B1. 4.1.1.1:				
Content star	ndard (code)	B1. 4.1.1.				
Performance	e Indicator	Learners can identify the	role of	the individual members	of the family.	
•		tivity and Innovation Comng and Problem Solving.	munica	tion and Collaboration P	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	lum Page				
DAY	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	Let learners role play the functions of the various members in the family, e.g. Learners play the role of a father, mother, etc. 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		

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending:				Class size:		
Day:			[Date:		
Period :			L	esson :		
Strand : PER	FORMING AR	TS	Sub-strand	: Planning, Making and Cor	nposing	
Indicator (co	ode)	B1 2.2.3.3				
Content sta	ndard (code)	B1 2.2.3.				
Performanc	e Indicator	Learners can crea	te own per	forming artworks to expres	ss own views, knowledge	
		and understanding	g of artwork	s that reflect topical issues	in the local community	
_		tivity and Innovationg and Problem Solv		ication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding asses	sment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Monday	Engage learners to sing songs	Learners are to: perform own m identified topical i		and drama that reflect the local community	What have we learnt today?	
	and recite familiar rhymes	elements, resourc flutes, bells, shake	uitable and ees, equipmeers, rasps, xy	appropriate instruments, ent available (e.g. drums, vlophones, finger pianos, orns, whistles, harps,	Ask learners to summarize the main points in the lesson	

NANA FIIFI A		 ☑ select and use suitable and appropriate manual/mechanical/electronic production methods/techniques (e.g. voice, gestures, movements, language, improvisation, imitation, adaptation and guided writing skills to communicate feelings, melodic, rhythmic, harmonic and dynamic elements and dramatization) ☑ select/create props, scenery, and costumes for different styles and performances which support and enhance the intent of a production; ☑ Demonstrate basic knowledge and skills in the use and application of the elements and principles of design, instruments, methods and techniques freely in creative and expressive ways to produce own music, dance and drama. Note: produce own music, dance and drama by arranging, composing, performing, reciting, dialoguing, dancing, singing, acting, directing, creating, imitating, drumming, role-playing, gesturing, miming and mimicking. Assessment: let learners create own performing artworks to express own views, knowledge and 	
Wednesda y	Engage learners to sing song s and recite familiar rhymes	Learners are to make other performing artworks to educate the people on the effects of those local topical issues Assessment: let learners create own performing artworks to express own views, knowledge and understanding of artworks that reflect topical issues in the local community	What have we learnt today? Ask learners to summarize the main points in the lesson

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Ending:			Class size:				
Day:				Date:			
Period :				Lesson:			
Strand: MY GLOBAL COM		MUNITY Sub-strand: Our Neighbouring Countries					
Indicator (co	ode)	B1.5.1.1.1.					
Content star	ndard (code)	B1.5.1.1.					
Performance	e Indicator	Learners can men	tion Ghana	a's Neighbours.			
_		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	Our World (Our People curriculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning incl	uding asse	essment)	Plenary / Reflections		
	(preparing						
(the brain						
	for						
	learning)						
Tuesday	Engage	Learners identify t	their uniqu	ie country, Ghana and her	What have we learnt		
	learners to	neighbours			today?		
	sing songs	Learners demonstrate the positions of Ghana's					
	and recite	neighbouring countries by using the body e.g. to my			Ask learners to		
	familiar	right is Togo, to m	ny left is La	Cote d'Ivoire, to my front is	summarize the main		
	rhymes	Burkina Faso and	to my back	k is the sea (the Atlantic points in the lesson			
		Ocean)					
		Assessment: Let l	earners m	ention Ghana's Neighbours.			

Thursday	Engage	Learners compose a song/rhyme and draw a learner	What have we learnt
	learners to	with arm stretched showing Ghana's neighbours	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: Let learners draw a learner with arm	summarize the main
	rhymes	stretched showing Ghana's neighbours	points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Ending:				Class size:		
Day:			Date:			
Period :			Lesson	:		
Strand: Independent		Sub-strand : The Republics				
Indicator (code)		B1.6.1.	1.1			
Content standard (co	de)	B1.6.1.	1.			
Performance Indicato	or	Learnei	rs can ide	entify th	e Preside	ents Ghana has had since 1960
	Creativity and Innovati inking and Problem Sc		municati	on and (Collabora	ation Personal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History cu	ırriculum	Page			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including assessment)			Plenary / Reflections	
	(preparing the brain					
	for learning)					
Tuesday Engage learners to		Match pictures of Ghana's		a's	What have we learnt today?	
sing songs and		presidents with their names		mes		
recite familiar		(Create an album with the		he	Ask learners to summarize the	
	rhymes	picture	s).			main points in the lesson
		match _l	oictures	learners of Ghana	a's	
-		•		their na		
Thursday	Engage learners to	Match the names of presidents of Ghana with their dates of			What have we learnt today?	
	sing songs and			neir date names		
	recite familiar	picture	•	: Haiffes	to their	Ask learners to summarize the
	rhymes	picture	J).			main points in the lesson

NANA FIIFI ACQUAH			
	Who ruled Ghana from 1960- 2016?	Assessment: let learners match the names of presidents of Ghana with their dates of tenure	

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NANA FIIFI ACQUAH		
	·	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending:					Class size	:
Day:				Date :		
Period :			Lesson:	1		
Strand: Physical F	itness Concepts, Principles a	and	Sub-strar	nd : Safety	and Injurie	es
Strategies				75		\
Indicator (code)		B1.4.3.4.	1			
Content standard	(code)	B1.4.3.4.				
Performance Indic	cator					warming up before physical activity
	es: Creativity and Innovation Thinking and Problem Solvi		ication and	d Collabora	tion Perso	nal Development and
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculur	m Page				
DAY	Phase 1:	Phase 2:	Main			Phase 3:
	Starter	(new lear	ning includ	ding assess	sment)	Plenary / Reflections
	(preparing the brain for learning)					
Friday	Learners jog round a			at warm up		What have we learnt
	demarcated area in files	done wel	l, will mini	mises injur	ies and	today?
	while singing and			the body t		
	clapping to warm-up the			ast as well		Use answers to
	body for maximal		_	r physical a	=	summarise the
1111	performance and to			ted during		lesson.
	prevent injuries	=		lown phase		
		practical	physical ed	ducation le	ssons	

NANA FIIFI ACQUAH	
	LESSON PLAN

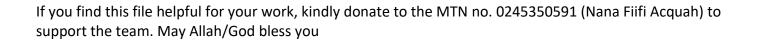
SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Endin	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : Rea	ding		Sub-stran	d : Fluency	
Indicator (co	ode)	B1.2.8.1.1.	B1.2.8.1.2.		
Content star	ndard (code)	B1.2.8.1	B1.2.8.1.		
Performance		The learned pronuncial	er should re ation.	lend syllables to form words ead aloud words and simple	sentences using correct
=		tivity and Innovations and Problem So		nication and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, recor	ded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	to read them.	ables on th hrough disc words. E.g.:	e board and lead learners cussion to blend the	What have we learnt today? Review the lesson with learners

	-	
	Assessment: let learners blend syllables to form words.	
Engage leaners to sing songs and recite familiar rhymes	 Read aloud a text or simple sentences with correct pronunciation. Let learners say the simple sentences after you. Call learners to read the sentences with correct pronunciation of the words in the text and simple sentences. 	What have we learnt today? Review the lesson with learners
	Assessment: let learners read aloud words and simple sentences using correct pronunciation	
Engage leaners to sing songs and recite familiar rhymes	pronunciation	What have we learnt today? Review the lesson with learners
	Assessment: let learners read aloud words and simple sentences using correct pronunciation.	

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TERM THREE BASIC ONE WEEK 7



NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending	g:			Class size:		
Day:				Date :		
Period :				Lesson :		
Strand:			Sub-stran			
A. Oral I				king and Answe	ering Questions	i
B. Readi	_			mprehension		
C. Writi	_			ntrolled Writing	_	
	Writing Con			ing Action Wor		
E. Exten	sive Reading		E. Bu	ilding the Love	and Culture of	Reading
Indicator (co	de)	B1.1.8.1.2.	B1.2.7.2.4	B1.4.7.1.3	B1.5.4.1.3	B1.6.1.1.1
Content stan	dard (code)	B1.1.8.1.	B1.2.7.2.	B1.4.7.1.	B1.5.4.1.	B1.6.1.1.
Performance	Indicator	A. Learners	can use ap	propriate pron	unciation and i	intonation in asking and
		answerin	g Wh – ques	stions		
		B. Learners	can read le	vel-appropriate	texts with pro	mpting and support
		C. Learners	can match	parts of senten	ces to compos	e meaningful texts
		D. Learners	can use the	present tense	continuous for	m of verbs
	Al	E. Learners	can read a v	variety of age –	appropriate bo	ooks and texts from print
-		•		nication and Co	llaboration Per	sonal Development and
Leadership C	ritical Thinkii	ng and Problem So	olving.			
Keywords						
Reywords						
T. L .R. (s)		Word cards, sent library.	tence cards,	letter cards, ha	andwriting on a	manila card and a class
Ref:	English Lang	guage curriculum	Page			
L						

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
	learning)		
Monday	Engage	A. ORAL LANGAUGE	What have we learnt
	learners to	Revise Yes/No questions.	today?
	sing songs	Let learners identify some objects in the class (e.g.	
	and recite	board, bag, chair, etc.) and use them in asking simple	Ask learners to
	familiar	questions,	summarize the main
	rhymes	e.g. Should I clean the board?	points in the lesson
		Is that your chair?	
		Do you have a pencil in your bag?	
		Introduce Wh- questions in context.	
		e.g.	
		i. What is this?	
		ii. What is your name?	
		iii. How old are you?	
		iv. How are you?	
		Pair learners to ask and answer questions.	
		Note: Yes/No questions use rising intonation and Wh is	
		falling intonation. However, answers for both use the	
		falling intonation.	
		Assessment: let learners use appropriate intonation in	
		asking and answering Wh – questions	
Tuesday	Engage	B. READING	What have we learnt
	learners to	Have learners read texts with all the prompting and	today?
	sing songs	support that can help them in their reading.	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners read level-appropriate texts	points in the lesson
Wednesday	Engage	C. WRITING	What have we learnt
- 3 1	learners to	Demonstrate the activity.	today?
	sing songs	Have learners rearrange jumbled parts of sentences	
	and recite	to make meaningful texts.	

	familiar	Let learners read their sentences to the class for	Ask learners to
	rhymes	feedback.	summarize the main points in the lesson
		Assessment: let learners match parts of sentences to compose meaningful texts	
Thursday	Engage learners to	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt today?
	sing songs	Use the present tense continuous form of verbs	
	and recite		Ask learners to
	familiar	Assessment: let learners use the present tense	summarize the main
	rhymes	continuous form of verbs in sentences.	points in the lesson
Friday	Engage	E. EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:			Class size:	
Day :			Dat	e :	
Period :			Les	son:	
Strand : GEC	METRY AND	MEASUREMENT Sub-s	strand : F	Position /Transformation	
Indicator (co	de)	B1.3.2.1.1			
	ndard (code)	B1.3.2.1.			
Performance	Indicator	Learners can tell the po	sition of	objects relative other ob	jects in space using words
		such above, below, to t	he right	etc.	
		tivity and Innovation Corng and Problem Solving.	nmunica	tion and Collaboration Pe	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 including	assessn	nent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				

Monday	Sing songs	Learners tell their sitting position relative to other	Review the lesson with
wenday	like:	children in the classroom. For example, Yaw is on the third line (row), three places from Ama and to the left of Kwesi	Learners
	counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:	Learners tell their standing position relative to other children in the classroom. For example, Yaw is on the third line (row), three places from Ama and to the left	Review the lesson with Learners
	I'm counting one, what is one	of Kwesi Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like: I'm counting one, what is one	Learners tell their sitting position relative to other children in the classroom. For example, Yaw is on the third line (row), three places from Ama and to the left of Kwesi Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Learners tell their standing position relative to other children in the classroom. For example, Yaw is on the third line (row), three places from Ama and to the left of Kwesi Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Learners tell their sitting position relative to other children in the classroom. For example, Yaw is on the third line (row), three places from Ama and to the left of Kwesi Assessment: have learners to practice with more examples	Review the lesson with Learners

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : HUN ENVIRONME	MANS AND TH	HE	Sub-strar	nd : SCIENCE AND INDUSTRY	
Indicator (co	ode)	B1.5.3.1.1			
Content star	ndard (code)	B1.5.3.1.			
Performance	e Indicator	Learners can iden impact of the tech		plogies in the immediate envi	ronment and describe the
=		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	uding ass	essment)	Plenary / Reflections
Monday	Engage	Engage learners	to watch	videos or pictures showing	What have we learnt
	learners to	technologies and their impact on the society.		today?	
	sing songs	Bring electronic	devices su	uch as toys, laptops, smart	
	and recite	phones, watches,	radio and	DVD players to class.	Ask learners to
	familiar	• Learners in grou	ıps discuss	other technological	summarize the
	rhymes	equipment they s	ee in their	immediate environment	important points of the
		and their accompa	anying fun	ctions, e.g. cars, drones,	lesson
		thermometers.			

		Learners present their ideas in groups for discussion	
		Ask learners to talk about what will happen if such	
		technologies were absent in the society.	
		Assessment: let learners identify technologies in the	
		immediate environment	
Thursday	Engage	Guide learners to reshape their ideas and present key	What have we learnt
	learners to	concepts on common technologies in the environment	today?
	sing songs	on the writing board.	Ask learners to
	and recite	Learners mention some technological devices and	summarize the
	familiar	how these have impacted their lives.	important points of the
	rhymes	In groups learners work to design and make simple	lesson
		technological devices of their choice using materials	
		such as blu tack, clay, cardboard and paper.	
		Assessment: let learners identify technologies in the	
		immediate environment and describe the impact of the	
		technology on society	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: RELIGIOUS AND	MORAL EDUCATION	CLASS: ONE
JODJECI. NELIGIOOS AINE	, IVIONAL EDUCATION	CLASS. OILL

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :			Les	sson :	
Strand : The	Family and th	ne Community Sub-s	strand :	Roles and Relationships	
Indicator (co	ode)	B1. 4.1.1.2			
Content star	ndard (code)	B1. 4.1.1.			
Performance	e Indicator	Learners can explain the	e role of	the community in the u	pbringing of its members
•		tivity and Innovation Corng and Problem Solving.	nmunica	ation and Collaboration	Personal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	RME curricu	ılum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	assessr	ment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners, in groups, community in the upbri education, discipline, conservation. Assessment: let learner community in the upbri	nging of ounsellir s explai	its members through ng, etc.	What have we learnt today? Ask learners to summarize the main points in the lesson

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:			Class size:	
Day:			Dat	te:	
Period :			Les	son :	
Strand : VISU	JAL ARTS	Sub-stra	nd : [Displaying and Sharing	
Indicator (co	ode)	B1 1.3.4.3			
Content star	ndard (code)	B1 1.3.4.			
Performance	e Indicator	Learners can plan a dispersion experiences based on idea			
	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving.				ersonal Development and
Keywords					
T. L .R. (s) Pictures					
Ref:	Creative Art	ts curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Monday	learning) Engage	Learners are to:			What have we learnt
ivioliuay	learners to	I talk about how to display	artw	orks (e.g. by hanging.	today?
	sing songs	draping and spreading)		(0.8. 0)	today:
	and recite familiar rhymes	Assessment: let learners p own visual artworks to sha public		• • •	Ask learners to summarize the main points in the lesson

Wednesda	Engage	Learners are to:	What have we learnt
у	learners to	plan the arrangement of own artworks to share,	today?
	sing song	educate and inform the public on the topical issues of	
	s and	the local community.	Ask learners to
	recite	A Constitution of the state of the state of	summarize the main
familiar rhymes	familiar	Assessment: let learners plan a display of portfolio of	points in the lesson
	rhymes	own visual artworks to share, educate and inform the public	
		Public	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	Week Ending: Class size:				
Day:		D	Date :		
Period :			L	esson :	
Strand : MY	GLOBAL COM	IMUNITY S	Sub-strand	: Introduction to Comp	uting
Indicator (co	ode)	B1.5.2.1. 1.			
Content star	ndard (code)	B1.5.2.1.			
Performance	e Indicator	Learners can identi	fy parts of	a computer and how th	ey connect to each other.
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developme Leadership Critical Thinking and Problem Solving. Keywords				n Personal Development and	
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curricul	um Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	ding asses	sment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Tuesday	Engage	Learners talk about	the parts	of a computer e.g. mou	se. What have we learnt
	learners to	Learners work in sn	nall groups	to explore how the	today?
	sing songs	gadgets connect to	each othe	r. Each group is given o	ne
	and recite	item at a time, i.e. a mouse, keyboard, monitor or			Ask learners to
	familiar	system unit.			summarize the main
	rhymes				points in the lesson
		Assessment: Let le	arners ider	tify parts of a compute	
Thursday	Engage	Guide learners to co	onnect the	gadgets.	What have we learnt
	learners to				today?
	sing songs				

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and recite	Guide learners to tell how the gadgets are connected	Ask learners to
familiar	(i.e. the connection of mouse, keyboard, monitor,	summarize the main
rhymes	system unit, etc.).	points in the lesson
	Assessment: Let learners identify parts of a computer	
	and how they connect to each other.	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Ending:			Class size:		
Day:		Date:			
Period :			Lesson:		
Strand : Ind	ependent Gha	ana Sub-stra	nd : ¯	The Republics	
Indicator (co	ode)	B1.6.1.1.1			J
Content sta	ndard (code)	B1.6.1.1.			
Performanc	e Indicator	Learners can identify the Pi	resid	ents Ghana has had since	1960
	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.				
Keywords				<u> </u>	
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	sessn	nent)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Put learners in groups to cr following lines: a. Select a picture of one of b. Display the picture of the large cardboard. c. Write the name of the produced described and the length of tenure of Ghana with their dates or	of the e selve e side e of t	presidents. ected president on a ent below the picture. he president. the names of presidents	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	Engage	Put learners in groups to create a gallery station on the	What have we learnt
	learners to	following lines:	today?
	sing songs	a. Select a picture of one of the presidents.	
	and recite	b. Display the picture of the selected president on a	Ask learners to
	familiar	large cardboard.	summarize the main
	rhymes	c. Write the name of the president below the picture. d. Add the length of tenure of the president	points in the lesson
		Assessment: let learners match the names of presidents of Ghana with their dates of tenure	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Endin	g:			(Class size:	
Day:				Date	:	
Period :				Lesso	on:	
Strand : Valu	ues and Psych	o-social	Sub-strane	d : Se	lf-Responsibility	
Concepts, Pr	inciples and S	Strategies			7	
Indicator (co	ode)	B1.5.1.5.1:				
Content star	ndard (code)	B1.5.1.5.				
Performance	e Indicator	Learners can part	icipate willi	ingly	in physical activitie	es
		tivity and Innovations and Problem So		nicati	on and Collaborati	on Personal Development and
Keywords					9.	
T. L .R. (s)		cones		U		
Ref:	PE curriculu	m Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	essme	ent)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcate d area in files while singing and clapping to warm-up the body for	Through observation participate willing Learners participation interest.	gly in physic	cal ac	tivities.	What have we learnt today? Use answers to summarise the lesson.

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	maximal				
	performan				
	ce and to				
	prevent				
	injuries				
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:				Class size:	
Day:				Dat	e:	
Period :				Less	son:	
Strand:			Sub-stranc	d:		
Writing			Writing Sir	mple	e Words/Names of Peop	le and Places (Proper
			Nouns) La	belli	ing Items in the Environn	nent/Classroom
Indicator (co	ode)	B1.3.3.1.3	B1.3.3.1.4	4		
Content star	ndard (code)	B1.3.3.1.	B1.3.3.1.			
Performance	e Indicator	 The learner should combine strokes to form shapes of the upper-case letters The learner should copy and trace letters and words from a given letter cards on the board 				
Leadership C		tivity and Innovations and Problem So		nicat	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, recor	ded	audios visual	
Ref:	Ghanaian La	anguage curriculu	ım			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	essm	ient)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite	Ask learners to co	ombine the	stro	ive them to learners. kes on the papers. the class and discuss it	What have we learnt today?

familiar	• Draw the strokes on the board and call learners to	Review the lesson with
rhymes	combine them to form shapes of the upper-case letters	learners
	Assessment: let learners combine strokes to form shapes of the upper-case letters	
Engage leaners to sing songs and recite familiar rhymes	 Provide learners with letter cards. Lead learners to trace the letters on the cards. 	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Provide learners with letter cards. Lead learners to trace the letters on the cards. Guide learners to write the letters without tracing. NB: Teacher to go round to monitor this activity. Assessment: let learners copy and trace letters and words from a given letter cards on the board	What have we learnt today? Review the lesson with learners

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TERM THREE BASIC ONE WEEK 8

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:	Class size:
Day: Period:	Date : Lesson :
Strand :	Sub-strand:
A. Oral Language	A. Giving and Responding to Commands/Instructions
B. Reading	B. Comprehension
C. Writing	C. Controlled Writing
D. Using Writing Co	
E. Extensive Reading	E. Building the Love and Culture of Reading
Indicator (code)	B1.1.9.1.2. B1.2.7.2.5 B1.4.7.1.3 B1.5.4.1.3 B1.6.1.1.1
Content standard	B1.1.9.1. B1.2.7.2. B1.4.7.1. B1.5.4.1. B1.6.1.1.
(code)	
Performance Indicator	A. Learners can make and respond to polite requests using the word "Please"
	B. Learners can use a variety of comprehension-strategies e. g prediction
	before reading a text, cover page, etc
	C. Learners can match parts of sentences to compose meaningful texts
	D. Learners can use the present tense continuous form of verbs
	E. Learners can read a variety of age – appropriate books and texts from print
•	ativity and Innovation Communication 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	nguage 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 • Demonstrate knowledge of requests and their responses. • Let learners respond to requests using; yes, ok, etc. • Pair with learners to take turns to make and respond to polite requests. e.g. Please give me your pencil. A: May I use your pen? B: Yes/No. • Let them change roles Assessment: let learners make and respond to polite requests using the word "Please"	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	Begin the comprehension lesson with before reading activities that develop and activate the background knowledge of learners. e.g. K of KWL(What learners know about the topic of information text, prediction using pictures, title, treatment of vocabulary, etc.). Continue with while reading activities to enhance their understanding of the text. e.g. a) Herring Bone strategy who? what? when? when? how? why? b) W of KWL(What the learners want to know).	What have we learnt today? Ask learners to summarize the main points in the lesson
		End the lesson with after reading activities that help learners to organize their ideas, remember the story, use	

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		the information acquired from the text and relate it to their daily lives, e.g. answering questions, retelling the story in their own words, learners linking story to their everyday life experiences etc.	
		Assessment: let learners read a text, cover page	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING • Demonstrate the activity. • Have learners rearrange jumbled parts of sentences to make meaningful texts. • Let learners read their sentences to the class for feedback. Assessment: let learners match parts of sentences to compose meaningful texts	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	D. WRITING CONVENTIONS AND GRAMMAR USAGE Use the present tense continuous form of verbs Assessment: let learners use the present tense continuous form of verbs in sentences	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	 E. EXTENSIVE READING Using book tease or book talk, introduce the reading/library time. Have a variety of age appropriate books for learners to make a choice from. Introduce picture or wordless books, pop-up and flip-the-page texts to learners. Encourage them to read individually and in pairs, and provide support and encouragement. 	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners read a variety of age – appropriate books and texts from print	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending:				Class size:		
Day:				Date	e :	
Period :				on:		
Strand : GEC	METRY AND	MEASUREMENT	Sub-stranc	d : №	1easurement – Length, N	Mass and Capacity
Indicator (co	ode)	B1.3.3.1.1				
Content star	ndard (code)	B1.3.3.1.				
Performance	e Indicator	Learners can de	velop an un	nders	standing of measuring a	s a process of comparing
		pairs of items usi	pairs of items using words such as smaller, longer, thinner, heavier, bigger etc.			
Core Competencies: Creativity and Innovation Communication Critical Thinking and Problem Solving.				nicat	ion and Collaboration Pe	ersonal Development and
Keywords		6///				
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Pag	e			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	cluding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for learning)					
Monday	Sing songs	Learners bring t	ogether nair	rc of	objects on the same	Review the lesson with
ivioliuay	like:	flat surface to co	•		•	Learners
	iike.			0	are in the content	Learners

	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what	Learners bring together pairs of objects on the same flat surface to compare to find out which is taller Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesda y	is one Sing songs like: I'm counting one, what is one	Learners bring together pairs of objects on the same flat surface to compare to find out which is taller Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Learners bring together pairs of objects on the same flat surface to compare to find out which is taller Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Learners bring together pairs of objects on the same flat surface to compare to find out which is taller Assessment: have learners to practice with more examples	Review the lesson with Learners

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:			Class size:	
Day:			Dat	te:	
Period:				son:	
Strand: HUN	MANS AND TH	HE Sub-st	rand : S	SCIENCE AND INDUSTRY	
ENVIRONME	ENT			1	
Indicator (co	ode)	B1.5.3.2.1			
Content star	ndard (code)	B1.5.3.2.			
Performance	e Indicator	Learners can identify foo	ds that	can be processed and pr	eserved at home.
		tivity and Innovation Comng and Problem Solving.	munica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including	assessn	nent)	Plenary / Reflections
Monday	Engage	Ask learners to mention	n foods	they ate in the morning	What have we learnt
	learners to	and what was used to pr	epare t	he food.	today?
	sing songs	Provide samples of pre	served	foods such as roasted	
	and recite	plantain, dried fish, smol	ed fish		Ask learners to
	familiar	• In groups, let learners i	name v	egetables, fruits and	summarize the
	rhymes	other types of food that		_	important points of the
	·	okro, pepper, tomato, or plantain.		=	lesson

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		Learners talk about how food is prepared in their	
		homes	
		Assessment: let learners identify foods that can be	
		processed at home	
Thursday	Engage	Learners talk about how food is prepared in their	What have we learnt
	learners to	homes.	today?
	sing songs	Ask learners to tell how their parents preserve food at	Ask learners to
	and recite	home.	summarize the
	familiar	The food processing and preservation methods must	important points of the
	rhymes	include common ones such as smoking, drying, frying,	lesson
		roasting, baking and refrigeration	
		Assessment: let learners identify foods that can be	
		processed and preserved at home	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: RELIGIOUS AND	MORAL EDUCATION	CLASS: ONE
JUDILUI. INLLIUIUUJ AINI	, MONAL EDUCATION	CLASS. OINL

Week Endin	σ:			Class size:	
Day:	ь.		Dat		
Day:			Dat	e .	
Period :			Les	son:	
Strand : The	Family and th	ne Community Sub-strai	nd : F	Roles and Relationships	
Indicator (co	ode)	B1. 4.1.1.2			
Content star	ndard (code)	B1. 4.1.1.			
Performance	e Indicator	Learners can explain the ro	e of	the community in the up	bringing of its members
Core Compe	tencies: Crea	tivity and Innovation Commu	ınica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Solving.			
Keywords					
Reywords					
T. L .R. (s)		Pictures	$\overline{}$		
	DME ourries				
Ref:	RME curricu	num Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
(learning)				
Friday	Engage	Let learners dramatise or ro	le pl	ay the roles of	What have we learnt
	learners to	members of the community	in t	ne upbringing of its	today?
	sing songs	members through educatio	n, di	scipline, counselling, etc	
	and recite				Ask learners to
	familiar	Assessment: let learners ex	plair	the role of the	summarize the main
	rhymes	community in the upbringir	g of	its members	points in the lesson

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:			Class size:	
Day:		Dat	te:		
Period:			Les	son :	
Strand : PER	FORMING AR	TS Sub-strar	n d : [Displaying and Sharing	
Indicator (co	ode)	B1 2.3.4.3			
Content star	ndard (code)	B1 2.3.4.			
Performance	e Indicator	Learners can plan a displar experiences based on ideas			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.			ersonal Development and		
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	essn	nent)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: watch a short video that r local community; Assessment: let learners plamusic, dance and drama to entertain the public	ın a	performance of own	What have we learnt today? Ask learners to summarize the main points in the lesson

Wednesda	Engage	Learners are to:	What have we learnt
У	learners to	plan a display of own music, dance and drama to	today?
	sing song	educate and inform the public on the effects of topical	
	s and	issues experienced in the local community	Ask learners to
	recite		summarize the main
	familiar	Assessment: let learners plan a performance of own music, dance and drama to educate, inform and	points in the lesson
	rhymes	entertain the public	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:		CI	ass size:	
Day :			Date :		
Period :			Lessor	n :	
Strand : MY GLOBAL COMMUNITY Sub-str			r and : Sou	rces of Information	
Indicator (code) B1.5.3.1.1.					
Content standard (code) B1.5.3.1.					
Performance	e Indicator	Learners can collect type	s of data.	. ()	
=		tivity and Innovation Comp ng and Problem Solving.	municatio	n and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curriculum P	age),	
DAY	Phase 1:	Phase 2: Main	Phase 2: Main		Phase 3:
	Starter	(new learning including a	assessmen	nt)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Tuesday	Engage	Guide learners to collect	various ite	ems from the	What have we learnt
	learners to	environment, count and	record the	em in a book, e.g.	today?
	sing songs	count the number of tabl	es, chairs,	, exercise books,	
	and recite	textbooks and record the	m.		Ask learners to
	familiar	Talk about the various ty	pes of dat	a gathered	summarize the main
	rhymes				points in the lesson
		Assessment: Let learners	mention	the various types of	
		data			
Thursday	Engage	Guide learners to collect	various ite	ems from the	What have we learnt
	learners to	environment, count and	record the	em in a book, e.g.	today?
	sing songs	count the number of tabl	es, chairs,	, exercise books,	
	and recite	textbooks and record the	m.		

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f	amiliar	Talk about the various types of data gathered	Ask learners to
r	hymes		summarize the main
			points in the lesson
		Assessment: Let learners identify the various types of	
		data	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Ending	g:			Class size:	
Day:		Date:			
Period :			Les	son :	
Strand : Independent Ghana Sub-stra			nd : T	The Republics	
Indicator (co	ode)	B1.6.1.1.1			
Content star	ndard (code)	B1.6.1.1.			
Performance	e Indicator	Learners can identify the P	esid	ents Ghana has had since	1960
		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including as:	sessn	nent)	Plenary / Reflections
	(preparing the brain			·	
	for				
	learning)				
Tuesday	Engage learners to	Invite learners to visit the each group's presentation.	galler	ry station and talk about	What have we learnt today?
	sing songs and recite familiar rhymes	Assessment: let learners ic has had since 1960	entif	y the Presidents Ghana	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Invite learners to visit the geach group's presentation.	aller	y station and talk about	What have we learnt today?

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	and recite	Assessment: let learners identify the Presidents Ghana	Ask learners to
	familiar	has had since 1960	summarize the main
	rhymes		points in the lesson

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending:				Clas	s size:
Day:				Date :	
Period :				Lesson:	
Strand: Values and Ps	sycho-social Concepts, Principles	and	Sub-si	rand : Soci	al Interaction
Strategies					
Indicator (code)		B1.5.2	2.5.1:		
Content standard (co	de)	B1.5.2	2.5.		
Performance Indicato	or				rate the characteristics of in physical activity.
-	Creativity and Innovation Commuinking and Problem Solving.	nicatio	n and C	ollaboratio	n Personal Development and
Keywords			7),		
T. L .R. (s)		cones			
Ref:	PE curriculum	Page			
DAY	Phase 1: Starter (preparing the brain for learning)	(new	2: Mai learnin sment)	n g including	Phase 3: 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	equip during educa Learn others group Learn that s physic	ment was physical coope		

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:				Class size:	
Day:				Dat	e:	
Period:				Less	son :	
Strand:			Sub-stranc	d:		
Writing			Writing Sin	mple	e Words/Names of Peopl	e and Places (Proper
			Nouns) Lab	belli	ing Items in the Environn	nent/Classroom
Indicator (co	ode)	B1.3.3.2.1				
Content star	ndard (code)	B1.3.3.2.				
Performance	e Indicator	• The learn	er should la	abel	and mention items in the	e classroom/environment
Leadership C		tivity and Innovations and Problem Sol		nicat	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, mar	rkers, record	ded	audios visual	
Ref:	Ghanaian La	anguage curricului	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	luding asse	essm	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	environment on t Ask learners to	the board. label the ite	ems	e classroom and the and tell their uses. items one by one.	What have we learnt today? Review the lesson with learners

		Assessment: let learners label and mention items in the classroom/ environment	
le si aı fa	ingage eaners to ing songs and recite amiliar hymes		What have we learnt today? Review the lesson with learners
le si aı fa	Engage eaners to ing songs and recite amiliar hymes	 Draw some of the items in the classroom and the environment on the board. Ask learners to label the items and tell their uses. Guide learners to mention the items one by one. Assessment: let learners label and mention items in the classroom/environment	What have we learnt today? Review the lesson with learners

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TERM THREE BASIC ONE WEEK 9

NANA FIIFI ACQUAH		
	·	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending	g:			Class size:			
Day:				Date :			
Period :				Lesson:			
Strand:			Sub-strai				
A. Oral Language A				. Giving and Responding to Commands/Instructions			
				Comprehension			
				Controlled Writing			
_	Writing Con			Jsing Simple Prepositions			
E. Extensive Reading E. B				uilding the Love and	Culture of Rea	ding	
Indicator (co	de)	B1.1.9.1.2.	B1.2.7.2	.6 B1.4.7.1.3	B1.5.10.1.2	B1.6.1.1.1	
Content stan	dard (code)	B1.1.9.1.	B1.2.7.2.	B1.4.7.1.	B1.5.10.1.	B1.6.1.1.	
B. Learners can idend C. Learners can idend D. Learners can f			can identif can match can fill in b	y the structure of a son parts of sentences blank spaces in simple	tory e.g. begin to compose m e words	ng the word "Please" ning, middle and the eaningful texts and texts from print	
	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
Keywords							
T. L .R. (s)		Word cards, sent library.	ence cards	, letter cards, handw	vriting on a ma	nila card and a class	
Ref:	English Lang	guage curriculum	Page				

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
	learning)		
Monday	Engage	A. ORAL LANGAUGE	What have we learnt
	learners to	Demonstrate knowledge of requests and their	today?
	sing songs	responses.	
	and recite	• Let learners respond to requests using; yes, ok, etc.	Ask learners to
	familiar	Pair with learners to take turns to make and respond	summarize the main
	rhymes	to polite requests.	points in the lesson
	,	e.g. Please give me your pencil.	
		A: May I use your pen?	
		B: Yes/No.	
		• Let them change roles	
		Let them change roles	
		Assessment: let learners make and respond to polite	
		requests using the word "Please"	
Tuesday	Engage	B. READING	What have we learnt
racsaay	learners to	Narrate a suitable story.	today?
	sing songs	Have learners identify the structure of the story by	
	and recite	recalling what happened at the beginning, middle and	Ask learners to
	familiar	ending.	summarize the main
	rhymes		points in the lesson
		Assessment: let learners identify the structure of a story	
Wednesday	Engage	C. WRITING	What have we learnt
vveunesuay	learners to	Demonstrate the activity.	today?
	sing songs	Have learners rearrange jumbled parts of sentences	today.
	and recite	to make meaningful texts.	Ask learners to
	familiar	Let learners read their sentences to the class for	summarize the main
	rhymes	feedback.	points in the lesson
		Assessment: let learners match parts of sentences to	
		compose meaningful texts	
Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Provide a passage with blank spaces and help learners	
	sing songs	to fill in the gaps or spaces with familiar two or three	,
	and recite	letter words.	I

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

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vected by	316114141111111111111111111111111111111	Date

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending:					Class size:	
Day:				Date		
Period :				Lesson:		
Strand : Data					ata Collection, Organisa and Analysis	tion, Interpretation,
Indicator (code) B1.4.1.1.1						
Content standard (code) B1.4.1.1.		B1.4.1.1.				
Performance Indicator Lea		Learners can organise and represent (using pictures/objects) data with up to three categories.				
		tivity and Innovations and Problem So		nicat	ion and Collaboration Pe	ersonal Development and
Keywords		6////				
T. L .R. (s)		Counters				
Ref:	Mathematic	Mathematics curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding asse	essm	ent)	Plenary / Reflections
Monday	Sing songs	·			it of the class and ask	Review the lesson with
	like:	the learners to us	se two diffe	rent	pictures/objects to	Learners

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	l'm	represent the number of males and females. Repeat	
	counting	with pictures of animals	
	one, what		
	is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs	Have a picture of learners in front of the class and ask	Review the lesson with
,	like:	the learners to use two different pictures/objects to represent the number of males and females. Repeat	Learners
	ľm	with pictures of animals	
	counting one, what is one.	Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like: I'm	Using a one-to-one correspondence to solve simple problems (i.e. how many altogether, how many more or less) problems requiring interpretation of the concrete representation of pictures as in E.g. 1 above	Review the lesson with Learners
	counting one, what is one.	Assessment: have learners to practice with more examples	
Thursday	Sing songs	Using a one-to-one correspondence to solve simple	Review the lesson with
	like:	problems (i.e. how many altogether, how many more or	Learners
		less) problems requiring interpretation of the concrete	
	l'm	representation of pictures as in E.g. 1 above	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Friday	Sing songs	Using a one-to-one correspondence to solve simple	Review the lesson with
·········	like:	problems (i.e. how many altogether, how many more or	Learners
	inc	less) problems requiring interpretation of the concrete	Learners
	J'm	representation of pictures as in E.g. 1 above	
	counting	representation of pictures as III E.g. 1 above	
	_	Assessment: have learners to practice with more	
	one, what	examples	
	is one	Champics	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Ending:				Class size:		
Day:			Date:			
Period :			Les	son :		
Strand: HUN	MANS AND TH	HE Sub-strai	nd : (CLIMATE CHANGE		
ENVIRONME	NT					
Indicator (co	ode)	B1.5.4.1.1				
Content star	ndard (code)	B1.5.4.1.				
Performance	e Indicator	Learners can describe the c	ondi	tions of the weather.		
		tivity and Innovation Commung and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections	
Monday	Engage	Take learners out to obse	rve t	he weather and talk	What have we learnt	
	learners to	about whether they feel hot or cold.			today?	
	sing songs	Guide learners to talk about of		ther weather	•	
	and recite	conditions, e.g. rainy, wind			Ask learners to	
	familiar	• Show pictures or videos of			summarize the	
	rhymes	conditions and activities pe			important points of the	
	,	weather conditions		as and ameren	lesson	

		Assessment: let learners describe the conditions of the	
		weather	
Thursday	Engage	Learners talk about what they observe during	What have we learnt
	learners to	different weather conditions: rainy, windy, sunny and	today?
	sing songs	cloudy.	Ask learners to
	and recite	• Let learners sing songs on the weather, e.g. rain, rain	summarize the
	familiar	go away.	important points of the
	rhymes	Act a play on the lesson taught.	lesson
		Assessment: let learners describe the conditions of the	
		weather	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending	g:			Class size:	
Day:		Dat	e :		
Period :			Les	son :	
Strand : The	Family and th	ne Community Sub-strar	nd : F	Roles and Relationships	
Indicator (co	ode)	B1. 4.1.1.2			
Content star	ndard (code)	B1. 4.1.1.			
Performance	e Indicator	Learners can explain the rol	e of	the community in the up	bringing of its members
=		tivity and Innovation Commung and Problem Solving.	inica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	RME curricu	Ilum Page			
DAY	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	Let learners dramatise or romembers of the community members through education Assessment: let learners excommunity in the upbringing	in t n, di	ne upbringing of its scipline, counselling, etc	What have we learnt today? Ask learners to summarize the main points in the lesson

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verted by	Signature:	Date

NANA FIIFI ACQUAH		
	·:	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending:				Class size:		
Day:				Date:		
Period :				Less	on:	
Strand:			Sub-strand	d:T	ninking and Exploring Ide	eas
VISUAL ART	S					
PERFORMIN	G ARTS				17 21	
Indicator (co	ode)	B1 1.1.1.4	B1 2.	1.1.4		
Content star	ndard (code)	B1 1.1.1.	B1 2.	.1.1.		
 Learners can explore own experiences and talk about how the artworks produced or found in the local community reflect local to issues. Learners can explore own experiences and talk about how performed artworks produced or performed in the local community reflect local to issues Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving. 			unity reflect local topical c about how performing nunity reflect local topical			
Keywords						
T. L .R. (s)		Pictures				
Ref:	•					
DAY	Phase 1:	Phase 2: Main Phase 3:		Phase 3:		
	Starter	(new learning including assessment) Plenary / Reflection		Plenary / Reflections		
	(preparing the brain for learning)					
Monday	Engage learners to sing songs	Learners are to:				What have we learnt today?

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	and recite	Preflect on conditions in the local community and	Ask learners to
	familiar	identify topical issues (e.g. choked gutters, flooding,	summarize the main
	rhymes	road safety) of concern to the people	points in the lesson
		12 talk about the causes of the local topical issues (e.g.	
		plastic materials, sand winning, buildings on water	
		ways) in the local community	
		I share ideas on how the features of any local visual	
		artwork reflect any topical issue experienced in the	
		community	
		② explore how topical issues can influence the making	
		of visual artworks ② use knowledge gained to make	
		decisions for improvising own visual artworks that	
		express their views of topical issues experienced in the	
		community	
		Assessment: let learners talk about how the visual	
		artworks produced or found in the local community	
		reflect local topical issues.	
Wednesda	Engage	Learners are to:	What have we learnt
у	learners to	2 reflect on conditions in the local community and	today?
•	sing song	identify topical issues (e.g. choked gutters, flooding,	•
	s and	road safety) of concern to the people	Ask learners to
	recite	12 talk about the causes of these local issues (e.g. plastic	summarize the main
		materials, sand winning, buildings on water ways) in the	
	familiar	local community	points in the lesson
	rhymes	② share ideas on how the features of any local music,	
		dance or drama reflect any topical issue experienced in	
		the community	
		② explore how topical issues can promote the making	
		of performing artworks	
1		② use knowledge gained to improvise own performing	
		artworks that express own views on topical issues	
		artworks that express own views on topical issues experienced in the community	
		·	
		experienced in the community	
		experienced in the community Assessment: let learners explore own experiences and	
		experienced in the community	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:		
Day:		Date:				
Period :			Less	on:		
Strand : MY	GLOBAL COM	1MUNITY Sub-stran	nd : To	echnology in Communic	ation	
Indicator (co	ode)	B1.5.4.1.1.			J	
Content star	ndard (code)	B1.5.4.1.				
Performance	e Indicator	Learners can identify techno	ology	tools in communication		
		tivity and Innovation Commung and Problem Solving.	inicat	ion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curriculum Page	Our People curriculum Page			
DAY	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	Learners in groups talk about communication e.g. gong govans, and community inform Assessment: Let learners id communication	ong, c natio	Irums, bells, mobile n centres.	What have we learnt today? Ask learners to summarize the main points in the lesson	

Thursday	Engage	Learners draw and colour drums, bells, gong gong to	What have we learnt
	learners to	assemble people	today?
	sing songs		
	and recite	Assessment: Let learners draw and colour drums, bells	Ask learners to
	familiar	and gong gong	summarize the main
	rhymes		points in the lesson

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Ending:				Class size:		
Day:			Da	Date:		
Period :			Les	ison :		
Strand: Inde	ependent Gha	ina Sub-s	rand :	The Republics		
Indicator (co	de)	B1.6.1.1.1			J	
Content star	ndard (code)	B1.6.1.1.				
Performance	Indicator	Learners can identify the	Presid	ents Ghana has had since	1960	
		tivity and Innovation Com ng and Problem Solving.	munica	ation and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	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	Invite learners to visit the each group's presentation Assessment: let learners has had since 1960	on.	ry station and talk about fy the Presidents Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson	

Thursday	Engage	Invite learners to visit the gallery station and talk about	What have we learnt
	learners to	each group's presentation.	today?
	sing songs and recite familiar rhymes	Assessment: let learners identify the Presidents Ghana has had since 1960	Ask learners to summarize the main points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Valu	ies and Psych	o-social	Sub-strance	: Group Dynamics	
Concepts, Pr	inciples and S	Strategies		6()	
Indicator (co	ode)	B1.5.3.5.1			
Content star	ndard (code)	B1.5.3.5.			
Performance	e Indicator	Learners can dem	nonstrate no	on-verbal appreciation	
		tivity and Innovations and Problem Sol		ication and Collaboration I	Personal Development and
Keywords				10.	
T. L .R. (s)					
Ref:					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	ssment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcate d area in files while singing and clapping to warm-up the body for			erbal appreciate to their cal activity by clapping	What have we learnt today? Use answers to summarise the lesson.

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	performan			
	ce and to			
	prevent			
	injuries			
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verted by		Signature		Date

NANA FIIFI ACQUAH	
	 LESSON PLAN

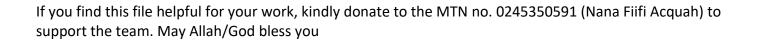
SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:			Class size:			
Day:			Da	te:			
Period :			Le	Lesson:			
Strand :			Sub-strand:				
Writing			Copying/Wri	ting Simple Sentences wit	h Correct Spacing		
Indicator (co	ode)	B1.3.4.1.1					
Content star	ndard (code)	B1.3.4.1.					
Performance	e Indicator	• The learn	er should cop	y short meaningful senten	ices with correct spacing.		
=		tivity and Innovations and Problem So		ation and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Manila cards, ma	Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculu	m				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding assessi	ment)	Phase 3: Plenary / Reflections		
	Engage leaners to sing songs and recite familiar rhymes	on the board. • Say the sentend • Explore and withe board with the	ce aloud. rite a short me ne correct spac py the short m	e sentence and write it eaningful sentence on ling. heaningful sentences	What have we learnt today? Review the lesson with learners		

	Assessment: let learners copy short meaningful	
	sentences with correct spacing.	
Engage leaners to sing songs	 Ask a learner to give a simple sentence and write it on the board. Say the sentence aloud. 	What have we learnt today?
and recite familiar rhymes	 Explore and write a short meaningful sentence on the board with the correct spacing. Let learners copy the short meaningful sentences with correct spacing. 	Review the lesson with learners
	Assessment: let learners copy short meaningful sentences with correct spacing.	
Engage leaners to sing songs and recite familiar rhymes	 Explore and write a short meaningful sentence on the board with the correct spacing. Let learners copy the short meaningful sentences 	What have we learnt today? Review the lesson with learners
	with correct spacing. Assessment: let learners copy short meaningful sentences with correct spacing.	

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TERM THREE BASIC ONE WEEK 10



NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:			Class size:		
Day: Period:		Dat Less	son :		
				7,	
Strand:	Sub-strar	nd :			
A. Oral Language	A.	Pre	esentation		
B. Reading C. Writing	В.		iency		
C. Writing D. Using Writing	Conventions C.		scriptive Writing		
E. Extensive Read	ding D.	Using Simple Prepositions			
	E.	Building The Love And Culture Of Reading			
Indicator (code)	B1.1.10.1.2 B1.2.7.2.6		B1.4.12.1.1	B1.5.10.1.2	B1.6.1.1.1
Content standard (code)	B1.1.10.1. B1.2.7.2.		B1.4.12.1.	B1.5.10.1.	B1.6.1.1.
Performance Indicator	A. Learners can gener	ate a	and select ideas	on a given topic f	or presentation
	e.g. My father, My f	riend	l, etc		
	B. Learners can identify	y the	structure of a sto	ory e.g. beginning,	middle and the
	end				
		vords and simple sentences to describe self			
	D. Learners can fill in b	blank spaces in simple words			
E. Learners can read a			ety of age – appro	priate books and	texts from print
	tivity and Innovation Commu	ınica	tion and Collabor	ation Personal De	evelopment and
Leadership Critical Thinkin	ng and Problem Solving.				
Keywords					
T. L .R. (s)	Word cards, sentence cards	, lett	er cards, handwr	iting on a manila	card and a class
	library.				

Ref:	English Lang	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 Introduce the activity and as learners listen and observe, talk about the topic, e.g. "My friend". Briefly discuss your presentation. Let learners take turns to talk about their friends. Encourage others to ask questions after each presentation. Assessment: let learners generate and select ideas on a given topic for presentation	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 • Narrate a suitable story. • Have learners identify the structure of the story by recalling what happened at the beginning, middle and ending. Assessment: let learners identify the structure of a story	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 Model describing yourself in 2-3 simple sentences using simple descriptive words. Write some descriptive words and discuss them with learners. Through questions, have pairs of learners describe themselves to each other. e.g. What is your name? - My name is How old are you? - I am Assist learners to write out their sentences. 	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use words and simple sentences to describe self	

INCINCTINITA		T	1
Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Provide a passage with blank spaces and help learners	today?
	sing songs	to fill in the gaps or spaces with familiar two or three	
	and recite	letter words.	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
		Assessment: let learners fill in blank spaces in simple	
		words	
Friday	Engage	E. EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending:					Class size:	
Day:				Date	e:	
Period :		Lesson:				
Strand : Data			Sub-strand : Data Collection, Organisation, Interpretation, Presentation and Analysis			
Indicator (code) B1.4.1.1.2		B1.4.1.1.2				
Content standard (code) B1.4.1.1.		B1.4.1.1.				
number of data			· · · · · · · · · · · · · · · · · · ·			
-		tivity and Innovations and Problem Sol		nicat	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)	M = M	Counters				
Ref:	Mathematic	s curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asses	ssm	ent)	Phase 3: Plenary / Reflections

Monday	Sing songs	Learners use tally charts with data relevant to their	Review the lesson with
	like:	daily lives (e.g. favourite drinks, eye colour, pets etc) to analyze and compare data in a picture graph	Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what	Learners use tally charts with data relevant to their daily lives (e.g. favourite drinks, eye colour, pets etc) to analyze and compare data in a picture graph Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesda y	Sing songs like: I'm counting one, what is one	Learners construct pictures graphs in groups as well as individually based on data given 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	Learners construct pictures graphs in groups as well as individually based on data given them Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Learners construct pictures graphs in groups as well as individually based on data given them Assessment: have learners to practice with more examples	Review the lesson with Learners

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Ending:			Class size:		
Day:		Dat	Date:		
Period:			Les	son:	
Strand: HUN	MANS AND TH	IE Sub-st	rand :	CLIMATE CHANGE	
ENVIRONME	NT			1	
Indicator (co	ode)	B1.5.4.1.1			
Content star	ndard (code)	B1.5.4.1.			
Performance	e Indicator	Learners can describe the	e condi	tions of the weather.	
Core Competencies: Crea Leadership Critical Thinkin			munica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflect			Plenary / Reflections
Monday	Engage	• Take learners out to ob	serve t	he weather and talk	What have we learnt
	learners to	about whether they feel	hot or	cold.	today?
	sing songs	• Guide learners to talk a	bout o	ther weather	
	and recite	conditions, e.g. rainy, wi	ndy, su	nny and cloudy.	Ask learners to
	familiar	• Show pictures or video	s of dif	ferent weather	summarize the
	rhymes	conditions and activities	people	do under different	important points of the
		weather conditions	•		lesson

		Assessment: let learners describe the conditions of the	
		weather	
Thursday	Engage	Learners talk about what they observe during	What have we learnt
	learners to	different weather conditions: rainy, windy, sunny and	today?
	sing songs	cloudy.	Ask learners to
	and recite	• Let learners sing songs on the weather, e.g. rain, rain	summarize the
	familiar	go away.	important points of the
	rhymes	Act a play on the lesson taught.	lesson
		Assessment: let learners describe the conditions of the	
		weather	

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NANA FIIFI ACQUAH		
	:	LESSON PLAN

SUBJECT: RELIGIOUS AND	MORAL EDUCATION	CLASS: ONE

Week Ending	g:			Class size:	
Day:			Da	te:	
Period :			Les	son:	
Strand : The	Family and th	ne Community Sub-st	rand :	Roles and Relationships	
Indicator (co	ode)	B1. 4.1.1.2			
Content star	ndard (code)	B1. 4.1.1.			
Performance	e Indicator	Learners can explain the	role of	the community in the up	bringing of its members
-		tivity and Innovation Comng and Problem Solving.	nunica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	RME curricu	culum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	ssessr	nent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Friday	Engage	Let learners dramatise or	role p	lay the roles of	What have we learnt
	learners to	members of the commur	ity in t	he upbringing of its	today?
	sing songs	members through educa	ion, di	scipline, counselling, etc	
	and recite				Ask learners to
	familiar	Assessment: let learners	explai	n the role of the	summarize the main
	rhymes	community in the upbrin	ging of	its members	points in the lesson

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:				Class size:	
Day:				Dat	e:	
Period :				Less	son :	
Strand:			Sub-strar	nd :		
VISUAL ARTS	5		Planning	, Ma	king and Composing	
PERFORMIN	G ARTS					
Indicator (co	ode)	B1 1.2.2.4. B2	1 2.2.2.4			
Content star	ndard (code)	B1 1.2.2. B1	1 2.2.2.			
	 Learners can make firm decisions on the relevant visual arts making to materials and methods for creating own visual artworks that reflect topical issues in the local community Learners can make firm decisions on the relevant performing instruments, resources and methods for making own artworks that reflect topical issues in the local community 			elevant performing arts		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developme Leadership Critical Thinking and Problem Solving.			ersonal Development and			
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including assessment) Plenary / Refl		Plenary / Reflections		
	(preparing the brain for					
	learning)					
Monday	Engage	Learners are to:				What have we learnt
wioriday	learners to		morv what	Curr	ent issues are of	today?
	sing songs					

INCINCTILITA	1		
	and recite	Precall the selection of local artworks that reflect	Ask learners to
	familiar	current topical issues of concern to the local	summarize the main
	rhymes	community;	points in the lesson
		make pencil/crayon outlines to define the artworks	
		they plan to make to reflect the topical local issues;	
		Assessment: let learners make firm decisions on the	
		relevant visual arts making tools, materials and	
		methods for creating own visual artworks that reflect	
		local topical issues in the local community	
Wednesda	Engage	Learners are to:	What have we learnt
у	learners to	Precall from memory what current issues are of	today?
	sing song	concern to people in the local community	
	s and	2 recall the selection of local performing artworks that	Ask learners to
	recite	reflect these topical issues in the local community.	summarize the main
	familiar	2 define the artworks they plan to make that will reflect	
		these local topical issues.	points in the lesson
	rhymes		
		Assessment: let learners make firm decisions on the	
		relevant performing arts instruments, resources and	
		methods for making own artworks that will reflect	
		topical issues in the local community	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:	
Day:		Dat	e :		
Period :		Lesson:			
Strand : MY	GLOBAL COM	1MUNITY Sub-strar	nd : Technology in Communication		
Indicator (co	ode)	B1.5.4.1.1.			
Content star	ndard (code)	B1.5.4.1.			
Performance	e Indicator	Learners can identify techn	olog	y tools in communication	1
		tivity and Innovation Commung and Problem Solving.	inica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curriculum Page			
DAY	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	Learners in groups talk about communication e.g. gong govans, and community information. Assessment: Let learners id communication	ong, o	drums, bells, mobile on centres.	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	Engage	Learners draw and colour drums, bells, gong gong to	What have we learnt
	learners to	assemble people	today?
	sing songs		
	and recite	Assessment: Let learners draw and colour drums, bells	Ask learners to
	familiar	and gong gong	summarize the main
	rhymes		points in the lesson

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Ending:			Class size:			
Day:			Dat	Date:		
Period :			Les	Lesson:		
Strand: Inde	ependent Gha	ana Sub-stra	nd:	The Republics		
Indicator (co	ode)	B1.6.1.1.1				
Content star	ndard (code)	B1.6.1.1.				
Performance	e Indicator	Learners can identify the P	resid	ents Ghana has had since	1960	
=		tivity and Innovation Comm	unica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Tuesday	Engage learners to	Invite learners to visit the each group's presentation	_	ry station and talk about	What have we learnt today?	
	sing songs and recite familiar rhymes	Assessment: let learners identify the Presidents Ghana has had since 1960		Ask learners to summarize the main points in the lesson		
Thursday	Engage learners to sing songs	Invite learners to visit the geach group's presentation	-	y station and talk about	What have we learnt today?	

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and recite	Assessment: let learners identify the Presidents Ghana	Ask learners to
familiar	has had since 1960	summarize the main
rhymes		points in the lesson

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nana fiifi acquah			: LESSON	N PLAN	
SUBJECT: PHYSICAL E	DUCATION	CLASS:	ONE		
Week Ending:			(Class size:	
Day:			Date :		
Period :			Lesson:	(U)	
Strand: Values and	Psycho-social Concepts, Princ	iples and Sub-st	rand : Critic	cal Thinking	
Strategies			75		
Indicator (code)		B1.5.4.5.1			
Content standard (c	ode)	B1.5.4.5.			
Performance Indica	tor		Learners can demonstrate how to solve a problem with another person during physical activity		
	: Creativity and Innovation Co hinking and Problem Solving.	mmunication and	Collaborat	ion Personal Development and	
Keywords		112			
T. L .R. (s)		cones			
Ref:	PE curriculur	n Page			
DAY	Phase 1:	Phase 2: Main		Phase 3:	
	Starter	(new learning in	ncluding	Plenary / Reflections	
	(preparing the brain	assessment)			
	for learning)				
Friday	Learners jog round a	Learners to solv	e their	What have we learnt	
	demarcated area in files	disagreements			
	while singing and clapping	activity by sayir	_		
	to warm-up the body for	helping a team		Use answers to	
	maximal performance and	brought down,	_	summarise the lesson.	
	to prevent injuries	practical physic	al educatio	n	

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lesson

NANA FIIFI ACQUAH	
	 LESSON PLAN

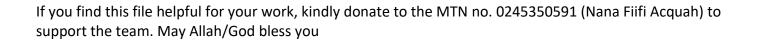
SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending:				Class size:	
Day:			Da	te:	
Period :			Les	sson:	
Strand:			Sub-strand:		
Writing Con	ventions / Us	age	Integrating G	rammar in Written Langu	age (Use of
			Postpositions		
Indicator (co	ode)	B1.5.5.1.2 B1	5.5.1.3 E	31.5.7.1.1.	
Content star	ndard (code)	B1.5.5.1. B1	5.5.1. E	31.5.7.1.	
Performance	e Indicator	The learner	er should reco	gnise postpositions in sho	rt sentences
		The learner	 The learner should use other forms of postpositions to form short 		
		sentences			
			er should write two letter words correctly.		
_		tivity and Innovations of and Problem So		ation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, recorde	d audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding assessr	ment)	Plenary / Reflections
	(preparing				
the brain for					
	learning)				
Engage • W		Write the post	positions on a	flashcard.	What have we learnt
	leaners to	• Lead learners to	read them.		today?
	sing songs	• Lead learners to	recognise po	stpositions such as in,	
	and recite	on, into in short s	sentences.		
	l .	l			1

familiar		Review the lesson with
rhymes	Assessment: let learners identify postpositions in short	learners
	sentences	
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with learners
Engage	Assessment: let learners use other forms of postpositions to form short sentences • Write two letter words on flashcards and show it to	What have we learnt
leaners to sing songs and recite familiar rhymes	 Lead learners to mention the words. Put learners in groups and do spelling game or competition among the groups. Let learners write the two letter words correctly 	Review the lesson with learners
	Assessment: let learners write two letter words correctly.	

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TERM THREE BASIC ONE WEEK 11



NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:			Class size:		
Day:		Dat	re:		
Period :			son :	7	
Strand:	Sub-strar	nd :	11.		
A. Oral Language			ntation		
B. Reading	B. Fl				
C. Writing			ptive Writing		
D. Using Writing Con			Simple Preposit		
E. Extensive Reading	E. Bu	uildir	ng the Love and	Culture of Read	ing
Indicator (code)	B1.1.10.1.3 B1.2.9.1.2	2.	B1.4.12.1.1	B1.5.10.1.2	B1.6.1.1.1
Content standard (code)	B1.1.10.1. B1.2.9.1		B1.4.12.1.	B1.5.10.1.	B1.6.1.1.
Core Competencies: Crea Leadership Critical Thinkin Keywords	A. Learners can speak group, class, etc B. Learners can recog content words C. Learners can use w D. Learners can fll in b E. Learners can read a tivity and Innovation Communing and Problem Solving.	gnise ords lank varie	one hundred and simple ser spaces in simple ety of age – app	and twenty sigh stences to descril e words sropriate books a	nt words including be self nd texts from print
T I D (c)	Word cards contains as as a	ا اما	or carda hand	writing on a mar-	ila card and a class
T. L .R. (s)	Word cards, sentence cards library.	, iett	er carus, nand\	wiiling on a man	na caru anu a ciass

Ref:	English Lang	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 • Have learners draw members of their nuclear family. • Through think-pair-share strategy, let learners show and talk about their family members in pairs, smaller groups and as a class. • Use probing questions to have learners talk more about their family members. e.g. i. Who is this one? ii. Why did you draw him or her first? • Encourage shy learners to speak. Assessment: let learners speak with confidence before different audiences	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 • Have learners go over the sight words they have learnt during the period. • Let learners echo-read simple texts. • Let learners play vocabulary games for vocabulary consolidation, e.g. Lucky Dip game, Pick and Say, Word Hunt. • Have learners make simple meaningful sentences with the sight words Assessment: let learners make simple meaningful sentences with the sight 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	 <u>C. WRITING</u> Model describing yourself in 2-3 simple sentences using simple descriptive words. Write some descriptive words and discuss them with learners. 	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Through questions, have pairs of learners describe	
		themselves to each other.	
		e.g. What is your name?	
		- My name is	
		How old are you?	
		- I am	
		a Assist learners to write out their centences	
		Assist learners to write out their sentences.	
		Assessment: let learners use words and simple	
		sentences to describe self	
		Seriences to describe sen	
Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
,	learners to	Provide a passage with blank spaces and help learners	today?
	sing songs	to fill in the gaps or spaces with familiar two or three	,
	and recite	letter words.	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
		Assessment: let learners can fll in blank spaces in	
		simple words	
Friday	Engage	E. EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
	mymes	the-page texts to learners.	points in the lesson
		Encourage them to read individually and in pairs, and	
•		provide support and encouragement.	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:			Class size:	
Day: Period:			son:		
Strand : Data	a			and: Data Collection, Organisation, Interpretation, ation and Analysis	
Indicator (code) B1.4.1.1.2					
Content star	ndard (code)	B1.4.1.1.			
Performance Indicator Learners can organise a g number of data points and d the number in any two cates		oints and deter y two category	rmine how many are in ea	ach category and compare	
_		ng and Problem So		ition and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding assessn	nent)	Phase 3: Plenary / Reflections

Monday	Sing songs	Learners use tally charts with data relevant to their	Review the lesson with
Worlday	like:	daily lives (e.g. favourite drinks, eye colour, pets etc) to analyze and compare data in a picture graph	Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:	Learners use tally charts with data relevant to their daily lives (e.g. favourite drinks, eye colour, pets etc) to analyze and compare data in a picture graph	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like:	Learners construct pictures graphs in groups as well as individually based on data given them	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm counting one, what is one	Learners construct pictures graphs in groups as well as individually based on data given them Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:	Learners construct pictures graphs in groups as well as individually based on data given them	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Ending	g:			Class size:	
Day:			Dat	te:	
Period :			Les	son :	
Strand: HUN	MANS AND TH	HE Sub-si	trand : (CLIMATE CHANGE	
ENVIRONME	ENT				
Indicator (co	ode)	B1.5.4.1.1			
Content star	ndard (code)	B1.5.4.1.			
Performance	e Indicator	Learners can describe th	e condi	tions of the weather.	
-	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.			ersonal Development and	
Keywords			5		
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflection			Plenary / Reflections
Monday	Engage	• Take learners out to ol	oserve t	he weather and talk	What have we learnt
	learners to	about whether they feel	hot or	cold.	today?
	sing songs	Guide learners to talk	about o	ther weather	
	and recite	conditions, e.g. rainy, wi	ndy, sui	nny and cloudy.	Ask learners to
	familiar	• Show pictures or video	s of diff	erent weather	summarize the
	rhymes	conditions and activities	people	do under different	important points of the
	·	weather conditions			lesson

		Assessment: let learners describe the conditions of the	
		weather	
Thursday	Engage	Learners talk about what they observe during	What have we learnt
	learners to	different weather conditions: rainy, windy, sunny and	today?
	sing songs	cloudy.	Ask learners to
	and recite	• Let learners sing songs on the weather, e.g. rain, rain	summarize the
	familiar	go away.	important points of the
	rhymes	Act a play on the lesson taught.	lesson
		Assessment: let learners describe the conditions of the	
		weather	

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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending:				Class size:	
Day:		Date :			
Period :			Less	son:	
Strand : The	Family and th	ne Community Sub-stran	d : R	oles and Relationships	
Indicator (co	ode)	B1. 4.1.1.2			
Content star	ndard (code)	B1. 4.1.1.			
Performance	e Indicator	Learners can explain the role	e of	the community in the up	bringing of its members
		tivity and Innovation Commung and Problem Solving.	nica	ion and Collaboration Pe	ersonal Development and
Keywords					
T. L.R. (s) Pictures					
Ref:	RME curricu	lum Page			
DAY	Phase 1:	Phase 2: Main	Phase 3:		
	Starter	(new learning including asso	essm	ent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Friday	Engage	Let learners dramatise or ro	le pl	ay the roles of	What have we learnt
	learners to	members of the community in the		ne upbringing of its	today?
	sing songs	members through education, discipline, counselling, etc			
	and recite				Ask learners to
	familiar	Assessment: let learners ex	plair	the role of the	summarize the main
	rhymes	community in the upbringin	g of	ts members	points in the lesson
	I				

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending:				Class size:	
Day:				Date :	
Period :				Lesson :	
Strand:			Sub-strand	: Displaying and Sharing	
VISUAL ARTS	5				
PERFORMIN	G ARTS			(1)	
Indicator (co	ode)	B1 1.3.5.3 B1	2.3.5.3		
Content star	ndard (code)	B1 1.3.5. B1	2.3.5.		
Performance	e Indicator	Learners	can exhibit	own artworks to share ov	vn creative experiences of
		visual artworks that reflect topical issues in the local community			
		 Learners can perform own artworks to share own creative experiences of 			
		performin	ig artworks t	that reflect topical issues in	n the local community
_		tivity and Innovations and Problem So		ication and Collaboration I	Personal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asses	ssment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to	display portfolio	o of own vis	ual artworks to educate	today?
	sing songs		ublic on topi	cal issues in the local	
	and recite	community.			
		I			

	familiar	Suggested Processes/Steps	Ask learners to
	rhymes	② decide on the types and number of artworks to	summarize the main
		exhibit and mount them based on the space available	points in the lesson
		and the theme for the exhibition e.g. artworks that best	
		tell the story of the exhibition or theme;	
		Assessment: let learners exhibit own artworks	
Wednesda	Engage	Learners are to:	What have we learnt
у	learners to	② watch a video or live performances of music, dance	today?
	sing song	and drama on the culture of the local community;	
	s and	2 plan to perform own music, dance and drama to	Ask learners to
	recite	share with, educate and inform the target audience on	summarize the main
	familiar	things that are topical issues found in the local	points in the lesson
	rhymes	community.	
		Assessment: let learners perform own music, dance and drama to educate inform and entertain the public.	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:		
Day:			Dat	e :		
Period :			Les	son:		
Strand : MY	GLOBAL COM	IMUNITY Sub-stra	nd : ⊺	echnology in Communic	ation	
Indicator (co	ode)	B1.5.4.1.1.				
Content sta	ndard (code)	B1.5.4.1.				
Performanc	e Indicator	Learners can identify techr	Learners can identify technology tools in communication			
		tivity and Innovation Comming and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Dur People curriculum Pag	e			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	sessm	ent)	Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups talk abo communication e.g. gong g vans, and community information. Assessment: Let learners in communication	ong, matic	drums, bells, mobile on centres.	What have we learnt today? Ask learners to summarize the main points in the lesson	

	,		1
Thursday	Engage	Learners draw and colour drums, bells, gong gong to	What have we learnt
	learners to	assemble people	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: Let learners draw and colour drums, bells	summarize the main
	rhymes	and gong gong	points in the lesson

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Ending:			Class size:		
Day:		Dat	Date :		
Period:		Les	son :		
Strand : Independent Gh	ana Sub-	-strand : ☐	The Republics		
Indicator (code)	B1.6.1.1.1			J	
Content standard (code)	B1.6.1.1.				
Performance Indicator	Learners can identify t	he Preside	ents Ghana has had since	1960	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.			ersonal Development and		
Keywords					
T. L .R. (s)	Pictures				
Ref: History cur	riculum Page				
DAY Phase 1:	Phase 2: Main			Phase 3:	
Starter	(new learning including	g assessn	nent)	Plenary / Reflections	
(preparing the brain					
for					
learning)					
Tuesday Engage	Invite learners to visit	the galler	y station and talk about	What have we learnt	
learners to	each group's presenta	tion.		today?	
sing songs					
and recite		rs identif	y the Presidents Ghana	Ask learners to	
familiar	has had since 1960			summarize the main	
rhymes					

Thursday	Engage	Invite learners to visit the gallery station and talk about	What have we learnt
	learners to	each group's presentation.	today?
	sing songs and recite familiar rhymes	Assessment: let learners identify the Presidents Ghana has had since 1960	Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL E	DUCATION	CLASS	ONE	
Week Ending:			(Class size:
Day:			Date :	
Period :			Lesson :	
Strand: Values and	Psycho-social Concepts, Princ	iples and Sub-st	rand : Critic	cal Thinking
Strategies			7	
Indicator (code)		B1.5.4.5.1		
Content standard (c	ode)	B1.5.4.5.		
Performance Indica	tor	Learners can demonstrate how to solve a problem with another person during physical activity		
	: Creativity and Innovation Co hinking and Problem Solving.	mmunication and	l Collaborat	ion Personal Development and
Keywords	()	112		
T. L .R. (s)		cones		
Ref:	PE curriculur	n Page		
DAY	Phase 1:	Phase 2: Main		Phase 3:
	Starter	(new learning i	ncluding	Plenary / Reflections
	(preparing the brain	assessment)		
	for learning)			
Friday	Learners jog round a	Learners to solv	ve their	What have we learnt
	demarcated area in files	disagreements		
	while singing and clapping	activity by sayir	_	
	to warm-up the body for	helping a team		Use answers to
	maximal performance and	brought down,	_	summarise the lesson.
	to prevent injuries	practical physic	al educatio	n

Vetted by : Si	Signature:	Date :
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lesson

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:			Class size:	
Day :			D	ate:	
Period :			Le	esson :	
Strand:			Sub-strand		
Writing Con	ventions / Us	age	Integrating (Grammar in Written Langu	age (Spelling)
Indicator (co	ode)	B1.5.7.1.2 B	1.5.7.1.3		
Content star	ndard (code)	B1.5.7.1. B3	1.5.7.1.		
Performance	e Indicator			uld write three letter word	
			\rightarrow	uld fill in blank spaces with	
Leadership C		tivity and Innovations and Problem So		cation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, recorde	ed audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding assess	sment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
	Engage	Ask learners to	•	rds they know.	What have we learnt
	leaners to sing songs	• List the words o			today?
	and recite			at one side and say them	
	familiar	aloud to learners		an and a Chil	Review the lesson with
	rhymes			er words on flashcards	learners
		and show it to lea			icallicis
		 Lead learners to 	o mention the	e words.	

10/110/111111/10/00/111		
	Let learners write the three-letter words correctly	
	Assessment: let learners write three letter words correctly	
Engage leaners sing so and red familia rhymes	Delete some of the letters of the alphabet from the	What have we learnt today? Review the lesson with learners
Engage leaners sing s and red familia rhymes	• Delete some of the letters of the alphabet from the	What have we learnt today? Review the lesson with learners

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TERM THREE BASIC ONE WEEK 12

NANA FIIFI ACQUAH	: LESSON PLAN
SUBJECT: ENGLISH LANGUAGE	CLASS: ONE
Week Ending:	Class size:
Day:	Date:
Period :	Lesson:
Strand :	Sub-strand :
A. Oral Language	A. Presentation
B. Reading	B. Fluency
C. Writing	C. Descriptive Writing

C. WITCHIS		C. Desc	inpute witting			
D. Using Writing Conventions		D. Using Simple Prepositions				
E. Extensive Reading	g	E. Build	ling the Love an	d Culture of Re	eading	
Indicator (code)	B1.1.10.1.3	B1.2.9.1.2.	B1.4.12.1.1	B1.5.10.1.2	B1.6.1.1.1	
Content standard	B1.1.10.1.	B1.2.9.1	B1.4.12.1.	B1.5.10.1.	B1.6.1.1.	
(code)						
Performance Indicator	A. Learners can speak with confidence before different audiences, e.g. small					
	group, class, etc					
	B. Learners can recognise one hundred and twenty sight words including					
	content words					
	C. Learners can use words and simple sentences to describe self					
	D. Learners can fill in blank spaces in simple words					
	E. Learners can read a variety of age – appropriate books and texts from print					
Core Competencies: Cre	ativity and Innovati	on Communic	cation and Colla	boration Perso	nal Developr	nent and

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

Leadership Critical Thinking 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 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	A. ORAL LANGAUGE • Have learners draw members of their nuclear family. • Through think-pair-share strategy, let learners show and talk about their family members in pairs, smaller groups and as a class. • Use probing questions to have learners talk more about their family members. e.g. i. Who is this one? ii. Why did you draw him or her first? • Encourage shy learners to speak. Assessment: let learners speak with confidence before different audiences	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 • Have learners go over the sight words they have learnt during the period. • Let learners echo-read simple texts. • Let learners play vocabulary games for vocabulary consolidation, e.g. Lucky Dip game, Pick and Say, Word Hunt. • Have learners make simple meaningful sentences with the sight words Assessment: let learners make simple meaningful sentences with the sight words	What have we learnt today? Ask learners to summarize the main points in the lesson				
Wednesday	Engage learners to sing songs and recite	 <u>C. WRITING</u> Model describing yourself in 2-3 simple sentences using simple descriptive words. Write some descriptive words and discuss them with learners. 	What have we learnt today? Ask learners to summarize the main points in the lesson				

		<u> </u>	
	familiar	Through questions, have pairs of learners describe	
	rhymes	themselves to each other.	
		e.g. What is your name?	
		- My name is	
		How old are you?	
		- I am	
		Assist learners to write out their sentences.	
		Assessment: let learners use words and simple	
		sentences to describe self	
Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners	Provide a passage with blank spaces and help learners	today?
	to sing	to fill in the gaps or spaces with familiar two or three	
	songs and	letter words.	Ask learners to
	recite		summarize the main
	familiar	Assessment: let learners fill in blank spaces in simple	points in the lesson
	rhymes	words	
est.	F	E EVITENCIAL DE A DINO	VA/In a Library and a larger
Friday	Engage	E. EXTENSIVE READING	What have we learnt
	learners	 Using book tease or book talk, introduce the reading/ 	today?
	to sing	library time.	
	songs and	Have a variety of age appropriate books for learners to	Ask learners to
	recite	make a choice from.	summarize the main
	familiar	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
	rhymes	the-page texts to learners.	
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending:					Class size:	
Day:			D	Date		
Period :			Lesson:			
Strand : Data	a			-strand: Data Collection, Organisation, Interpretation, sentation and Analysis		
Indicator (co	ode)	B1.4.1.1.2				
Content star	ndard (code)	B1.4.1.1.				
number of data						
Core Competencies: Creativity and Inn Leadership Critical Thinking and Proble				icati	on and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)	M/M	Counters				
Ref:	Mathematic	cs curriculum Pago	e			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asses	ssme	ent)	Phase 3: Plenary / Reflections

Monday	Sing songs	Learners use tally charts with data relevant to their	Review the lesson with
,	like:	daily lives (e.g. favourite drinks, eye colour, pets etc) to analyze and compare data in a picture graph	Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Learners use tally charts with data relevant to their daily lives (e.g. favourite drinks, eye colour, pets etc) to analyze and compare data in a picture graph Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesda y	Sing songs like: I'm counting one, what is one	Learners construct pictures graphs in groups as well as individually based on data given them Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one,	Learners construct pictures graphs in groups as well as individually based on data given them Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Learners construct pictures graphs in groups as well as individually based on data given them Assessment: have learners to practice with more examples	Review the lesson with Learners

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Ending:			Class size:		
Day:		Da	Date:		
Period :			Les	son :	
Strand: HUN	MANS AND TH	HE Sub-str	and:	CLIMATE CHANGE	
ENVIRONME	NT				
Indicator (co	ode)	B1.5.4.1.1			
Content star	ndard (code)	B1.5.4.1.			
Performance	e Indicator	Learners can describe the	condi	tions of the weather.	
=		tivity and Innovation Comrng and Problem Solving.	nunica	tion and Collaboration Po	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including a	ssessn	nent)	Plenary / Reflections
Monday	Engage	Take learners out to obs	erve t	he weather and talk	What have we learnt
	learners to	about whether they feel h	ot or	cold.	today?
	sing songs	Guide learners to talk al	out o	ther weather	
	and recite	conditions, e.g. rainy, win	dy, su	nny and cloudy.	Ask learners to
	familiar	 Show pictures or videos 	•	·	summarize the
	rhymes	conditions and activities p			important points of the
	,	weather conditions			lesson

		Assessment: let learners describe the conditions of the	
		weather	
Thursday	Engage	Learners talk about what they observe during	What have we learnt
	learners to	different weather conditions: rainy, windy, sunny and	today?
	sing songs	cloudy.	Ask learners to
	and recite	• Let learners sing songs on the weather, e.g. rain, rain	summarize the
	familiar	go away.	important points of the
	rhymes	Act a play on the lesson taught.	lesson
		Assessment: let learners describe the conditions of the	
		weather	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Endin	g:			Class size:		
Day:			Da	te:		
Period :			Les	son:		
Strand : The	Family and th	ne Community	Sub-strand:	Roles and Relationships		
Indicator (co	ode)	B1. 4.1.1.2				
Content star	ndard (code)	B1. 4.1.1.				
Performance	e Indicator	Learners can expl	ain the role of	the community in the up	bringing of its members	
		tivity and Innovations and Problem Sol		tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ulum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding assessr	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
(learning)					
Friday	Engage	Let learners dram	atise or role p	lay the roles of	What have we learnt	
	learners to	members of the o	community in t	he upbringing of its	today?	
	sing songs	members through	n education, di	scipline, counselling, etc		
	and recite				Ask learners to	
	familiar	Assessment: let le	earners explai	n the role of the	summarize the main	
	rhymes	community in the	upbringing of	its members	points in the lesson	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:			Class size:		
Day:			Dat	te:		
Period :			Les	Lesson:		
Strand:		Sub-	strand : I	Displaying and Sharing		
VISUAL ARTS	5					
PERFORMIN	IG ARTS					
Indicator (co	ode)	B1 1.3.5.3 B1 2.3.5.	3			
Content star	ndard (code)	B1 1.3.5. B1 2.3.5.				
Performance	e Indicator	Learners can ex	xhibit ow	n artworks to share owi	n creative experiences of	
		visual artworks that reflect topical issues in the local community				
		 Learners can perform own artworks to share own creative experiences of 				
		performing artworks that reflect topical issues in the local community				
Core Compe	tencies: Crea	tivity and Innovation Communication and Collaboration Personal Development and				
Leadership (Critical Thinkin	ng and Problem Solving.			•	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	g assessn	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Monday	Engage learners to sing songs and recite	Learners are to: display portfolio of cand inform the public community.			What have we learnt today?	
		I			l	

						\sim .		
N	AN	Α	ΗII	ы	ΔC	()l	JΑ	н

	familiar	Suggested Processes/Steps	Ask learners to
	rhymes	\square decide on the types and number of artworks to	summarize the main
		exhibit and mount them based on the space available and the theme for the exhibition e.g. artworks that best tell the story of the exhibition or theme;	points in the lesson
		Assessment: let learners exhibit own artworks	
Wednesda	Engage	Learners are to:	What have we learnt
У	learners to sing song s and recite familiar rhymes	 □ watch a video or live performances of music, dance and drama on the culture of the local community; □ plan to perform own music, dance and drama to share with, educate and inform the target audience on things that are topical issues found in the local community. 	today? Ask learners to summarize the main points in the lesson
		Assessment: let learners perform own music, dance and drama to educate inform and entertain the public.	

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vetted by	3.8.14.4.	Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:		
Day:			Da	te:		
Period :			Les	son :		
Strand : MY	GLOBAL COM	IMUNITY Sub-str	and:	Fechnology in Communic	ation	
Indicator (co	ode)	B1.5.4.1.1.			J	
Content star	ndard (code)	B1.5.4.1.1.				
Performance	e Indicator	Learners can identify tecl	nolog	y tools in communication	1	
=		tivity and Innovation Comr ng and Problem Solving.	nunica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curriculum Pa	ge			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including a	ssessn	nent)	Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups talk ab communication e.g. gong vans, and community info Assessment: Let learners communication	gong, rmatio	drums, bells, mobile on centres.	What have we learnt today? Ask learners to summarize the main points in the lesson	

Thursday	Engage	Learners draw and colour drums, bells, gong gong to	What have we learnt
marsaay			
	learners to	assemble people	today?
	sing songs		
	and recite	Assessment: Let learners draw and colour drums, bells	Ask learners to
	familiar	and gong gong	summarize the main
	rhymes		points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Endin	g:			Class size:		
Day:			Dat	Date :		
Period :			Les	Lesson:		
Strand: Inde	ependent Gha	ana Sub-s	strand:	The Republics		
Indicator (co	ode)	B1.6.1.1.1				
Content star	ndard (code)	B1.6.1.1.				
Performance	e Indicator	Learners can identify the	e Presid	ents Ghana has had since	1960	
=		tivity and Innovation Conng and Problem Solving.	nmunica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L.R. (s) Pictures						
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	assessn	nent)	Plenary / Reflections	
((preparing the brain			,		
	for					
	learning)					
Tuesday	Engage		_	ry station and talk about	What have we learnt	
	learners to	each group's presentation	on.		today?	
	sing songs					
	and recite	Assessment: let learners has had since 1960	s identii	y the Presidents Ghana	Ask learners to	
	familiar	has had since 1960			summarize the main	
	rhymes				points in the lesson	
Thursday	Engage	Invite learners to visit th	_	y station and talk about	What have we learnt	
	learners to	each group's presentation	on.		today?	
	sing songs					

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and recite	Assessment: let learners identify the Presidents Ghana	Ask learners to
familiar	has had since 1960	summarize the main
rhymes		points in the lesson

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NANA FIIFI ACQUAH			.: LESSON	PLAN
SUBJECT: PHYSICAL E	DUCATION	CLASS:	ONE	
Week Ending:			Cl	ass size:
Day:			Date :	
Period :			Lesson:	
Strand: Values and Strategies	Psycho-social Concepts, Princ	iples and Sub-st	rand : Critica	l Thinking
Indicator (code)		B1.5.4.5.1		
Content standard (B1.5.4.5.			
Performance Indica	Learners can demonstrate how to solve a problem with another person during physical activity			
	: Creativity and Innovation Co Thinking and Problem Solving.	mmunication and	Collaboratio	n Personal Development and
Keywords	(1)	1/2		
T. L .R. (s)		cones		
Ref:	PE curriculur	n Page		
DAY	Phase 1:	Phase 2: Main		Phase 3:
	Starter	(new learning ir	ncluding	Plenary / Reflections
	(preparing the brain for learning)	assessment)		
Friday	Learners jog round a	Learners to solv	o thoir	What have we learnt
Tiluay	demarcated area in files	disagreements		
	while singing and clapping	activity by sayin		di today:
	to warm-up the body for	helping a teamr		Use answers to
	maximal performance and	brought down,		summarise the lesson.
	to prevent injuries	practical physic	_	Sammarise the lesson.

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lesson

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:			Class size:	
Day:			D	Date:	
Period :			Le	esson : Read Aloud With Ch	nildren
Strand : Exte	ensive		Sub-strand	: Read Aloud With Children	
Reading/ Chi	ildren Library	,		11/1/2	
Indicator (co	ode)	B1.6.2.1.1			
Content star	ndard (code)	B1.6.2.1.			
Performance	e Indicator	The learn	er should rea	nd simple sentences of abo	ut three to four words
Core Competencies: Creativity and Leadership Critical Thinking and P				cation and Collaboration Pe	ersonal Development and
Keywords					
T. L.R. (s) Manila cards, m		Manila cards, ma	rkers, recorde	ed audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding assess	sment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	the board. • Lead learner to	read the sen	f three or four words on tences. Itences one by one.	What have we learnt today? Review the lesson with learners

•		
	Assessment: let learners read simple sentences of about three to four words	
Engage leaners to sing songs and recite familiar rhymes	Write sentences made up of three or four words on the board.	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	the secial	What have we learnt today? Review the lesson with learners

Vetted by :	 Signature:	Date :
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