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BASIC ONE

WEEK EIGHT

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| Week Ending | 1st November, 2019 | | |
| Class | One | | |
| Subject | ENGLISH LANGUAGE | | |
| Reference | English language curriculum Page | | |
| Learning Indicator(s) | B1.1.2.1.1 B1.2.2.1.1 B1.4.2.1.1 B2.5.4.1.1 B2.6.1.1.1 | | |
| Performance Indicator | <ul style="list-style-type: none"> A. learners can listen to and recite rhymes and tongue-twisters with accompanying actions B. learners can identify the alphabet in order C. learners can copy letters of the alphabet clearly D. learners can use the simple present tense to express habitual actions (simple truths, interest, feelings and opinions) E. learners can read a variety of age and level appropriate books and texts from print and nonprint | | |
| Teaching/ Learning Resources | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library | | |
| Core Competencies: Reading and Writing Skills, Personal Development and Leadership, Communication and Collaboration. | | | |
| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |

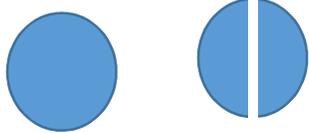
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| <p>Monday</p> | <p>Have learners to sing songs and recite familiar rhymes they know.</p> <p><u>LITTLE TEA POT</u> I am a little tea pot Standing on the table This is my handle and this is my spout If you want a cup of tea, just pour me out ^{x2}</p> | <p>A. ORAL LANGUAGE</p> <p>Have learners recite familiar rhymes.</p> <p>Introduce new rhymes by performing them.</p> <p>Lead learners to echo-read the rhymes.</p> <p>Let learners recite the lines in groups/pairs and as individuals, as they tap or clap to the rhythm.</p> | <p>Review the lesson with learners.</p> <p>Have Learners to recite the rhymes together with the accompanying actions</p> |
| | | <p>Guide learners to identify rhyming words and teach the accompanying actions.</p> <p>Assessment: call out learners in turns to recite rhymes and dance with actions</p> | |

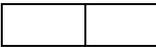
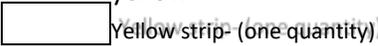
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| <p>Tuesday</p> | <p>Have learners to sing songs and recite familiar rhymes they know.</p> <p><u>ALPHABET</u> Now I know my A,B,C,D,E,F,G,H,I,J,K,L,MN, O,P,Q,R,S,T,U,V,W,X,Y,Z.</p> | <p>B. <u>READING</u></p> <p>Introduce the lesson with alphabet songs paying attention to the letters as they sing.</p> <p>Show an alphabet chart and have learners identify the letters of the alphabet (aA- zZ).</p> <p>Use alphabet cards, alphabet trees, picture cards, etc. to play alphabet games.</p> <p>Let learners play matching games with the cards.</p> <p>Assessment: Children are split into teams. One from each team is chosen with a toy gun. Teacher calls out a sound, a player must shoot their opponent by saying a word that begins with that sound</p> | <p>Review the lesson with learners.</p> |
| <p>Wednesday</p> | <p>Engage learners in the “What letter am I writing game”</p> <p>Put learners into groups of two.</p> <p>The teacher writes a letter in the air.</p> <p>Learners makes the letter sound and tell the teacher the sound that has been written.</p> | <p>C. <u>WRITING</u></p> <p>Introduce learners to the lines and spaces they will be expected to write in.</p> <p>Demonstrate the letter on the board and in the air several times.</p>  <p>Give ample practice.</p> | <p>Review the lesson with learners.</p> |

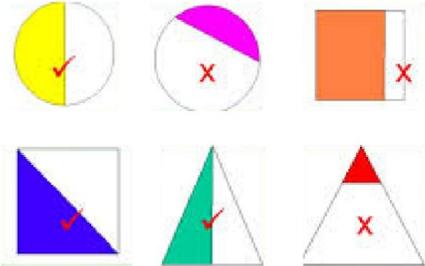
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| | | <p>Assessment: Let learners practice writing in the air, on sheets of paper or in jotters.</p> <p>Let learners execute the writing task.</p> <p>Give feedback after assessing learners' work</p> | |
| Thursday | <p>Brainstorm a "List of get to know you" questions with your class. Include questions such as these:</p> <p>Do you like to cook? Do you drive a car? Do you speak French?</p> <p>Write the questions on the board, and give each student a five by five grid. The center square is free; students should randomly put a question in each of the other squares. On your signal, learners mingle asking each classmate one question and then moving on to another.</p> <p>If someone answers 'yes' to a question in the grid, he writes his name in the square.</p> <p>The first person with five squares in a row wins</p> | <p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u></p> <p>Introduce the activity and tell learners two things you do daily.</p> <p>Put learners in groups to talk about the things they do every day:</p> <p>E. g. I wash my face every morning.</p> <p>Write the two things you do in two simple sentences and read it out to learners.</p> <p>Assessment: Have each learner write two of the habitual things they do. You may assist them with spelling.</p> <p>Invite each of them to present their work to the class for the class to react to the presentations.</p> | Review the lesson with learners. |

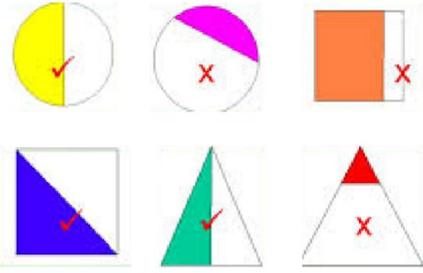
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| Friday | Guide learners to choose and read books during the library period | <p><u>E.EXTENSIVE READING</u></p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <p>Have a variety of age and levelappropriate books for learners to make a choice.</p> | Have learners to tell what they read to the whole class |
| | | <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p> <p>For each reading session, guide learners to select books.</p> | |

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| Week Ending | 1st November, 2019 | | |
| Class | One | | |
| Subject | MATHEMATICS | | |
| Reference | Mathematics curriculum Page | | |
| Learning Indicator(s) | B1.1.3.1.1 | | |
| Performance Indicator | Learners can understand the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into two equal parts. | | |
| Strand | Number | | |
| Sub strand | Fraction | | |
| Teaching/ Learning Resources | Paper strips, cut out shapes | | |
| Core Competencies: Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision | | | |
| DAYS | PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning) | PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment) | PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher) |

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| <p>Monday</p> | <p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10).</p> <p>Learners then show their fingers up to show the number</p> | <p>Introduce learners to halving by demonstrating halving a concrete shape.</p> <p>Have learners to practice with more concrete shapes.</p> <p>Have learners to realize that halving means splitting into 2 equal parts.</p> <p>Have learners to know that to halve a shape, you must make sure that it is split in the middle. This teaches the child that halving must be fair and that both halves must look the same.</p> <p>Use concrete objects to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts</p> <div data-bbox="743 961 1052 1094" data-label="Image"></div> <p>Assessment: Present learners with several concrete objects to demonstrate the concept of halving</p> | <p>Review the lesson with Learners</p> |
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| <p>Tuesday</p> | <p>Engage learners to sing the song <u>WE CAN COUNT</u> We class one We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class one can count very well.</p> | <p>Use pictorial representations to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts.</p> <p>Give out paper strips to learners for them to observe</p>  <p>Have learners to tell the two colors in the paper strips.</p> <p>Learners to cut off the box colored with yellow</p>   <p>Here, learners can tell half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts.</p> <p>Assessment: have Learners to explore with several pictorial representations to demonstrate the concept of half.</p> | <p>Review the lesson with Learners</p> |
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| <p>Wednesday</p> | <p>Engage learners to sing</p> <p><u>WE SHALL HAMMER</u></p> <ul style="list-style-type: none"> •We shall hammer with one hammer (learners to show one hand), hammer with one hammer, hammer with one hammer we all do the same. •We shall hammer with two hammers, hammer with two hammers, and hammer with two | <p>Use pictorial representations to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts.</p>  <p>Create as many “double bugs” as you can to demonstrate the concept of halving.</p> | <p>Review the lesson with Learners</p> |
| | <p>hammers we all do the same.</p> <p><i>(continue to any desired number)</i></p> | <p>Assessment: Have learners to explore with the bugs to come out with fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts.</p> | |
| <p>Thursday</p> | <p>Engage learners to play the Dice game.</p> <p>Put learners into pairs and give out two dice to each pair. Have a partner to toss the dice and the other add up the two numbers that shows up.</p> | <p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p>  | <p>Review the lesson with Learners</p> |

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| Friday | Engage learners to sing the song <u>WE CAN COUNT</u> We class one We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class one can count very well. | Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves  | Review the lesson with Learners |
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| Week Ending | 1st November, 2019 | | |
| Class | One | | |
| Subject | SCIENCE | | |
| Reference | Science curriculum Page 21 | | |
| Learning Indicator(s) | B1.1.2.2.1 | | |
| Performance Indicator | Learners can Identify and classify materials as solid, liquid or gas | | |
| Strand | Diversity Of Matter | | |
| Sub strand | Materials | | |
| Teaching/ Learning Resources | Metals, woods plastics soil stones paper pencil crayons balloons water sand salt sugar | | |
| Core Competencies: Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Personal Development and Leadership. Creativity and Innovation | | | |
| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |

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| | <p>Have learners to write on a sheet of paper the following;</p> <ul style="list-style-type: none"> • <i>List two items in the house which has the form of liquid.</i> • <i>List two items in the environment which has the form of solid.</i> • <i>List two items in the home that has the form of gas.</i> | <p>Paste a chart on the board showing pictures of items in the form of liquid, solid and gas</p> <p>Have learners to talk about the pictures and identify some of their names.</p> <p>Learners explore and list materials they see on the chart into liquid, solid and gas.</p> <p>Assessment: Have Learners to list other materials they see in their environment.</p> <p>In groups, sort the materials into solid, liquid or gas.</p> <p>NB: to demonstrate the presence of gas, learners can use paper cards /sheets of paper and wave them across their faces.</p> | <p>What have we learnt today?</p> <p>Identifying and classifying materials as solid, liquid or gas</p> <p>Have learners to summarize the main points of the lesson.</p> <p>Give learners home task to list materials in the environment which has the form of liquid, gas and solid</p> |
| | <p>Group learners into three (3), appoint a leader from each group to act as the teacher.</p> <p>Ask them to summarize what was covered in the previous/current lesson.</p> <p>The class is allowed to pose questions to the leaders. The group who summarizes well wins.</p> | <p>Display different materials on the teachers table.</p> <p>Call out learners to observe the materials carefully.</p> <p>Assessment: In groups learners sort different substances into the solid, liquid or gaseous states with reasons.</p> <p>Each group presents their work to the whole class for discussions.</p> | <p>What have we learnt today?</p> <p>Identifying and classifying materials as solid, liquid or gas</p> <p>Have learners to summarize the main points of the lesson.</p> <p>Give learners home task to list materials in the environment which has the form of liquid, gas and solid</p> |

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| | <p>Teacher writes on the board a property of one of the states of matter, or draw an object;</p> <p>Students see the statement or drawing on the board and must come up with questions in which the answer could be the object or statement on the board.</p> | <p>Learners answer the following questions:</p> <p>What makes a solid different from a liquid? How is a liquid different from a gas?</p> <p>Learners can be engaged in more activities to investigate and identify substances in the solid, liquid and gaseous states. E.g. inflating balloon, breathing in and out.</p> | <p>What have we learnt today?</p> <p>Identifying and classifying materials as solid, liquid or gas</p> <p>Have learners to summarize the main points of the lesson.</p> <p>Give learners home task to list materials in the environment which has the form of liquid, gas and solid</p> |
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| Week Ending | 1st November, 2019 | | |
| Class | One | | |
| Subject | OUR WORLD OUR PEOPLE | | |
| Reference | Our World Our People curriculum Page 4 | | |
| Learning Indicator(s) | B1.1.4.1. 1. | | |
| Performance Indicator | learners can describe and show direction to their home | | |
| Strand | All about us | | |
| Sub strand | Home and School | | |
| Teaching/ Learning Resources | Neighborhood map | | |
| Core Competencies: Communication and Collaboration Critical Thinking Creativity and Innovation Appreciation, Caring, Love, Honesty | | | |
| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| | Have learners to sing songs and recite familiar rhymes in relation to the lesson | Engage Learners in a warm up directions. On the board, draw a rough map of the neighborhood, just a few streets and the school. Ask “where is the school?” Have learners to come to the map in turns and point it out. Ask learners to locate other landmarks on the map. Assessment: have learners to draw and label your map. | What have we learnt today? Describing and showing directions to our homes. Review the lesson with learners. |

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| | <p>Have learners to take turns to talk about their homes E.g. my home is in a good and beautiful neighborhood.</p> | <p>Introduce to learners the “directions vocabulary”</p> <p>That is ‘right’ and ‘left’. Teach and demonstrate their meanings to learners with the proper pronunciation.</p> <p>Ask learners to do some choral repetition. Call on learners to model pronunciation in order to check their progress on the level and do some quick comprehension test.</p> | <p>What have we learnt today?</p> <p>Describing and showing directions to our homes.</p> <p>Review the lesson with learners.</p> |
| | | <p>Ask learners to “Turn right” or “Turn left” with a demonstration.</p> <p>Assessment: invite learners in turns and groups, by instructing them to “turn right, turn left” or “turn right, turn right, turn left” etc.</p> <p>The group that gets all directions correctly wins.</p> | |

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| | <p>Engage learners to sing</p> <p><u>TOSA TOSA TOSA</u></p> <ul style="list-style-type: none"> •Tosa tosa tosa – tosa ^{3x} •(Pupil come to the floor dancing and spells his/her name) | <p>Introduce to learners some “directional phrase”</p> <ul style="list-style-type: none"> -turn right/left -go straight -you will see it on the right/left. -its across from (the school, the park, the post office) -its next to (the school, the park, the post office) <p>Guide learners to explain each of the phrase and lead some pronunciation practice exercise.</p> <p>Call out learners to give directions to their various homes using the “directions vocabulary and phrases”</p> <p>Assessment: Have Learners sketch the direction to their homes on paper</p> <p>Learners talk about what they want to add to their home.</p> <p>Learners draw their home</p> | <p>What have we learnt today?</p> <p>Describing and showing directions to our homes.</p> <p>Review the lesson with learners.</p> |
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| Week Ending | 1st November, 2019 | | |
| Class | One | | |
| Subject | RELIGIOUS AND MORAL EDUCATION | | |
| Reference | RME curriculum Page 3 | | |
| Learning Indicator(s) | B1 2.1.1.1 | | |
| Performance Indicator | Learners can name the three main types of worship in Ghana | | |
| Strand | God, His Creation and Attributes | | |
| Sub strand | Religious worship in the three main religion in Ghana | | |
| Teaching/ Learning Resources | | | |
| Core Competencies: Commitment, Dedication Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy | | | |
| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| | <p>Have learners to sing songs and recite familiar rhymes in relation to the lesson</p> <p><u>I AM A CHRISTIAN</u> I am a C I am a CH I am a CHRISTIAN And I am CHRISTIAN in my heart. And I will LIVE forever</p> | <p>Show pictures, video clips of people worshipping among the three main religions in Ghana.</p> <p>- Christian worship, - Islamic worship and - Traditional worship.</p> <p>Have learners to mention the various religions they belong to.</p> <p>Have learners to demonstrate some of the acts of worship of their religions.</p> <p>Assessment: Let learners roleplay the act of worship in the three main religions in Ghana</p> | <p>What have we learnt today?</p> <p>The three main types of worship in Ghana</p> <p>Have learners to summarize the main points in the lesson.</p> <p>Review the lesson, and have them to appreciate the act of worship of the three religions despite their own worship.</p> |

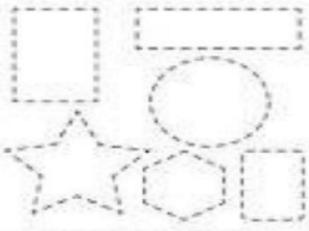
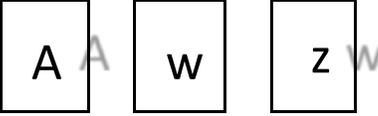
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| Week Ending | 1st November, 2019 | | |
| Class | One | | |
| Subject | HISTORY | | |
| Reference | History curriculum Page | | |
| Learning Indicator(s) | B1.1.1.1.1 B1.1.1.1.2 | | |
| Performance Indicator | <ul style="list-style-type: none"> • Learners can explain that history deals with past human activities • Learners can describe how sources of historical evidence help us find out about past human activities | | |
| Strand | History as a subject | | |
| Sub strand | Why and how we study history | | |
| Teaching/ Learning Resources | Pictures of past events of the school, community and Ghana videos of past events of the school, community and Ghana | | |
| Core Competencies: imaginative and critical thinking skills as well as chronological understanding of historical events | | | |
| DAYS | PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning) | PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment) | PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher) |

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| | <p>Have learners to mention the activity they witnessed on their first day at school.</p> | <p>Have learners to Identify any activity performed in the past which has not been performed again</p> <p>Have learners to List any past events they have witnessed</p> <p>Learners to Explain those events since those activities were performed in the past, they qualify to be called history</p> <p>Learners sing a song, recite a rhyme or watch a documentary of any past activity.</p> | <p>What have we learnt today?</p> <p>history deals with past human activities</p> <p>Assessment: Put learners in groups to chat and share their experiences on happy and unpleasant occasions in the past.</p> <p>E.g. receipt of gifts, festivals, deaths, visits to the village/historical sites, travels to the city and new schools.</p> <p>Invite individual learners and groups to identify and distinguish between old and new pictures of things from the environment. E.g. Houses, dresses, compare ages of people, furniture, lantern etc.</p> |
| | <p>Have learners to sing songs or recite rhymes related to celebrations such as birthdays, festivals and weddings as part of history</p> | <p>Sketch/show a video of a scene depicting a birthday, funeral, wedding and festival celebration</p> <p>Start a birthday partnership/register to make history alive in the classroom. Learners write their date of birth chronologically on a manila card and this should be hanged in the classroom. At the end of every history lesson, the class could refer to these records for an upcoming birthday.</p> <p>Build an album of themselves and family members, starting with earlier pictures and photographs to resent ones</p> | <p>Call out all learners who celebrated their birthdays in that month and sing for them</p> <p>Have learners to make a wish on their birthdays.</p> |

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| Week Ending | 1st November, 2019 | | |
| Class | One | | |
| Subject | CREATIVE ARTS | | |
| Reference | Creative Arts curriculum Page 24 | | |
| Learning Indicator(s) | B1 1.4.6.1 | | |
| Performance Indicator | learners can agree on guidelines for viewing and expressing feelings and thoughts about own and others' displayed visual artworks | | |
| Strand | Visual Arts | | |
| Sub strand | Appreciating and Appraising | | |
| Teaching/ Learning Resources | Photos, videos, art paper, colours and traditional art tools , other materials available in the community | | |
| Core Competencies: Decision Making Creativity and Innovation Communication | | | |
| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| | Have learners to watch videos and pictures on appreciating artworks | Set and spell out guidelines on expressing feelings and thoughts on artworks. Have Learners to agree to the guidelines to view, examine and come out with meaning from visual artworks; Have learners to display their artworks on the stage. Learners use the guidelines set to appreciate and appraise their friends artworks | What have we learnt today? Expressing feelings and thoughts about own and others' displayed visual artworks Have learners to summarize the important points in the lesson. |

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| | <p>Have learners to watch videos and pictures on appreciating artworks</p> | <p>Have learners to express their own feelings and ideas about own and others' displayed artworks.</p> <p>Have learners to come out with reasons for their feelings and thought.</p> | <p>What have we learnt today?</p> <p>Expressing feelings and thoughts about own and others' displayed visual artworks</p> <p>Have learners to summarize the important points in the lesson.</p> |
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| Week Ending | 1st November, 2019 | | |
| Class | One | | |
| Subject | GHANAIAI LANGUAGE | | |
| Reference | Ghanaian Language curriculum Page 24 | | |
| Learning Indicator(s) | B1.3.1.1.1 B1.3.1.1.2 B1.3.1.1.3 B1.3.1.1.4 | | |
| Performance Indicator | <ul style="list-style-type: none"> • Learners can control wrist in letter writing and pattern drawing. • Learners can trace given shapes. • Learners can write patterns of letters in continuous form. • learners can model various objects that interest them | | |
| Strand | Writing | | |
| Sub strand | Penmanship/Handwriting | | |
| Teaching/ Learning Resources | Manila cards, markers, recorded audios visual | | |
| Core Competencies: Communication and collaboration Personal development and leadership | | | |
| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| | Engage leaners to sing songs and recite familiar rhymes <u>SOMETHING PASS</u> •Something pass •Response: something pass through my body to my heart. •Something pass •Response: something pass through my mouth to my stomach. •Lalala laaa •Response: lala laa lala lala lala la •Lololo loo •Response: lolo loo lolo lolo lolo lo | Using a sand tray, demonstrate to learners the correct way of moving the wrist when writing letters and drawing patterns. Call learners one by one to write the letters and draw patterns in the sand tray while you control them. Make sure they move their wrist correctly. | What have we learnt today? Controlling wrist in letter writing and pattern. Review the lesson with learners |

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| | <p>Engage learners to sing songs and recite familiar rhymes in relation to the lesson.</p> | <p>Draw broken lines on papers. Give the papers to learners and lead them to trace the broken lines to form shapes.</p>  <p>Let each learner show his/her work to the class and discuss</p> | <p>What have we learnt today?</p> <p>Tracing given shapes Review the lesson with learners by giving them home task to write letter patterns in their workbook</p> |
| | <p>Engage learners in the “What letter am I writing? Game”</p> <p>The teacher writes a letter sound in the air.</p> <p>The children tell the teacher the sound that has been written.</p> | <p>Write the letters of the alphabet on a manila card and show it to learners.</p>  <p>Lead learners to practice how to write letter patterns in continuous form.</p> <p>Assessment: Display letter cards on the teachers table. Using a sand tray, call out learners in turns to pick letter cards and write it.</p> | <p>What have we learnt today?</p> <p>Writing patterns of letters in continuous form.</p> <p>Review the lesson with learners by giving them home task to trace more objects in their workbook</p> |

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| | <p>Engage learners to sing songs and recite familiar rhymes</p> | <p>Provide learners with different objects.</p> <p>Let learners recognize the objects and talk about them.</p> <p>Talk about their uses and where the objects can be found.</p> <p>Lead learners to model various objects that interest them individually.</p> | <p>Review the lesson with learners</p> |
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| Week Ending | 1st November, 2019 | | |
| Class | One | | |
| Subject | PHYSICAL EDUCATION | | |
| Reference | Physical Education curriculum Page 11 | | |
| Learning Indicator(s) | B1.2.1.2.1: | | |
| Performance Indicator | learners can Identify personal space | | |
| Strand | Movement Concepts, Principles And Strategies | | |
| Sub strand | Space Awareness | | |
| Teaching/ Learning Resources | Videos and pictures | | |
| Core Competencies: Personal and communication skills such as speaking, listening. | | | |
| DAYS | PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning) | PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment) | PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher) |

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| | <p>Engage learners to sing songs and recite familiar rhymes in relation to the lesson.</p> | <p>A personal space is your immediate space you take up within the general space</p> <p>For our safety, it's important that we move within the general space without bumping, pushing, or invading each other's personal space.</p> <p>To teach learners personal space, use the "helicopters" method.</p> <p>Have learners to stand, spread out and extend their arms out to the side and rotate their body back and forth.</p> <p>While you doing this, you shouldn't touch anyone or anything.</p>  <p>Assessment: Take learners through a short general warm up exercise to demonstrate their personal space using the "helicopters" method.</p> | <p>Review the lesson with learners</p> |
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