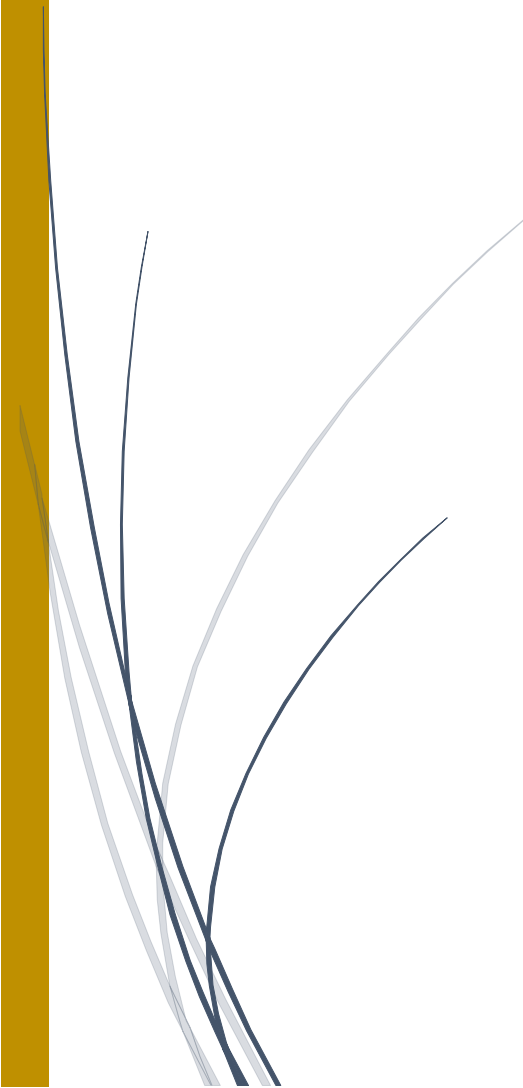


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SAMPLE LESSON NOTES-WEEK I
BASIC TWO

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and curve upwards and to the right.

Fayol Inc.
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SCHEME OF LEARNING- WEEK I

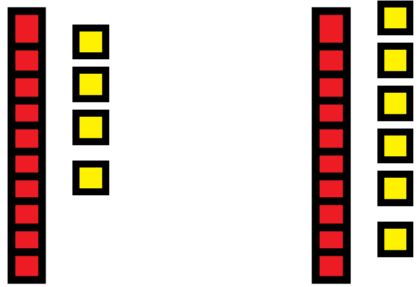
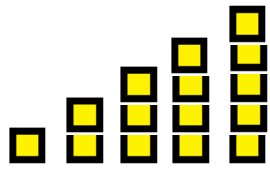
BASIC TWO

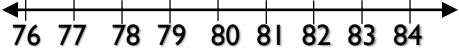

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.7.1.4. B2.2.7.1.2. B2.4.7.1.1. B2.5.9.1.1. B2.6.1.1.1	
Performance Indicator		<p>A. Learners can share facts from texts heard with a partner, groups or the teacher</p> <p>B. Learners can ask and answer factual and inferential questions about level appropriate texts</p> <p>C. Learners can write or copy correct sentences from substitution tables</p> <p>D. Learners can identify the structure of simple sentences</p> <p>E. Learners can read a variety of age and level-appropriate books and texts from print and non-print.</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership 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)
Monday	<p>Led learners to recite a few rhymes</p> <p>Jack and Jill Jack and Jill went up the hill To fetch a pail of water Jack fell down and broke his crown And Jill came tumbling after</p>	<p style="text-align: center;">A. ORAL LANGUAGE (Listening Comprehension Pg.43)</p> <p>Read an information text aloud to learners, using the KWL Strategy.</p> <p>KWL Strategy: Before reading, have learners think-pair-share and talk about what they already know(K) about the title of the text.</p> <p>Have learners ask questions about what they want to know (W).</p> <p>While you read the text, pause often to give the children the chance to share what they have learned or answer the questions they have asked before reading.</p> <p>After the reading, have learners share what they have learned.</p> <p>Put learners in groups to share facts from the text heard.</p>	<p>Ask learners to mention the names of their favorite characters in the story and why?</p> <p>Have learners to read and spell the key words on the board</p>
Tuesday	<p>Engage learners to play “Get Out Of The Wagon” game.</p> <p>Three words are placed in a wagon/table. Example:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px;">cake</div> <div style="border: 1px solid black; padding: 2px 5px;">rake</div> <div style="border: 1px solid black; padding: 2px 5px;">king</div> </div>	<p style="text-align: center;">D. READING (Vocabulary Pg. 52)</p> <p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>

	The child determines which word doesn't rhyme and tells it to 'get out of the wagon'	Learners to read level appropriate texts independently, with minimal support from peers or teacher. Encourage them to ask and answer factual and inferential questions about the texts to enhance comprehension. Provide feedback to learners where necessary.											
Wednesday	Take learners through the creeping activities for them to exercise their wrists Learners to crawl under chairs, through a tunnel or on the field NB: crawling should be done in a clean environment	C. WRITING <i>(Controlled Writing Pg.61)</i> Have a simple 3-4 column substitution table on the board. <table border="1" data-bbox="721 548 1081 674"> <tr> <td>I</td> <td>Sing</td> <td rowspan="3">at</td> <td>Home</td> </tr> <tr> <td>We</td> <td>Play</td> <td>School</td> </tr> <tr> <td>The boys</td> <td>read</td> <td>The park</td> </tr> </table> Have learners identify the words that make up the table. With an example, let learners form sentences from the substitution table. Let learners read out their sentences and write down their sentences in their books.	I	Sing	at	Home	We	Play	School	The boys	read	The park	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. Have learners to read and spell the key words on the board
I	Sing	at	Home										
We	Play		School										
The boys	read		The park										
Thursday	Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc.	D. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Using Simple Sentences. Page 67)</i> Use context to help learners identify the structure of simple sentences. Yaw came. (Name) + (Doing word) Musa ate. Let learners construct simple sentences verbally. Write simple sentences on the board for learners determine its component. Example: Joe waited for the train. "Joe"= subject "waited"=verb	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. Have learners to read and spell the key words on the board										
Friday	Have a variety of age and level-appropriate books for learners to make a choice. Guide learners to select books.	C. EXTENSIVE READING Use the Author's chair to introduce the reading/ library time. Introduce narratives, pop-up and flip-the-page texts to learners. Introduce e-books to learners, if available.	Call learners in turns to tell the whole class what they read. Let Learners draw parts of the story they read										

Week Ending	
Class	Two
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 23
Learning Indicator(s)	B2.1.1.1.6
Performance Indicator	Learners can use place value to compare and order whole numbers up to 100 using comparative language, numbers, and symbols (>, <, or =).
Strand	Number
Sub strand	Counting, Representation And Cardinality
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, Bundle of sticks
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

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)
Monday	<p>Learners to play the “Ten green bottles sitting on the wall” game.</p> <p>Draw each number on separate cards, starting with the number 1 and ending with the number of the children available to play, and hang them on each child so they all can see it.</p> <p>The children will dance in a circle, holding hands singing the lyrics of the song.</p> <p>They will have to fall down one by one until all of them will lay down, each time they say the verse</p>	<p>Guide learners to identify which of two given numbers is bigger (or smaller), explain why, and represent the relationship using the symbols “<” and “>”</p> <p>e.g. Count and compare.</p>  <p>Have learners to count each set and write them under each.</p> <p>Learners after counting to use <, > to compare the numbers.</p> <p>14 < 16</p> <p>Assessment: let learners solve several examples.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Tuesday	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>Put a small group of numbers in increasing or decreasing order and justify the order using place value.</p> <p>e.g. grouping numbers in increasing order.</p> <p>1,2,3,4,5</p> 	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>


<p>Wednesday</p>	<p>Have learners to form a big circle. Everyone takes turns saying a number starting with 1, 2, 3 and so on. At every number with a 4 in it or a multiple of 4, that person needs to say BUZZ instead of the number. The next person just continues the series. For example; 1-2-3-buzz-5-6-7-buzz-9-10-11-buzz-13-14-15-buzz etc.</p> <p>You can choose any number that might be relevant and replace the buzz with another word.</p>	<p>Let learners identify the missing numbers in a section of number line from 1 to 100 or in a hundreds chart and justifying the answer using place value. e.g. draw a number line on the board and label the marks</p>  <p>explain to learners that the numbers are arranged in order. That is 77 is just before 78, 79 is between 78 and 80. 81 is just after 80.</p> <p>Now let learners write the number that is just before, just after and between. Example:</p> 	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
<p>Thursday</p>	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class two We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class two can count very well.</p>	<p>Let learners solve word problems that involve comparing quantities up to 100 e.g. Ahmed has 23 chickens. Amina has 46. What can you say?</p> <p style="text-align: center;">23 chickens < 46 chickens</p> <p>Assessment: let learners solve several examples</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
<p>Friday</p>	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class two We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class two can count very well.</p>	<p>Let learners solve word problems that involve comparing quantities up to 100 e.g. Johnson has 3 mangoes, Adwoa has 7. what can you say?)</p> <p style="text-align: center;">3 mangoes < 7 mangoes</p> <p>Assessment: let learners solve several examples</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending			
Class	Two		
Subject	SCIENCE		
Reference	Science curriculum Page 44		
Learning Indicator(s)	B2.5.1.1.1		
Performance Indicator	Explain how to keep the body clean and describe why it is important		
Strand	Humans and the Environment		
Sub strand	Personal Hygiene And Sanitation		
Teaching/ Learning Resources	Brooms, long brushes, rake, cutlass, hoe etc.		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
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>Show pictures or video of simple personal hygiene practices to learners.</p> <p>Let learners observe the pictures and talk about them.</p> <p>Let learners relate to the pictures and tell which they find pleasant and difficult doing.</p>	<p>Brainstorm from learners the meaning of personal hygiene.</p> <p>Write each opinion on the board for further discussion. Ensure reinforce and encourage individual ideas.</p> <p>Let learners mention some personal hygiene rules they know.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Let learners mention some activities they undertake with their fingers and explain to them why it is important to keep the finger nails clean.</p> <p>Elaborate on the effects of keeping finger nails and hair unclean.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Display items for trimming of hair and nails on the teachers table.</p> <p>Ask learners to identify the names of the items and tell the use of them.</p> <p>Demonstrate the use of the items as learners observe.</p> <p>Call learners in groups to demonstrate how to use items for trimming of hair and nails correctly.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>

Week Ending	
Class	Two
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 33
Learning Indicator(s)	B2.4.3.1.1.
Performance Indicator	Learners can describe ways of conserving energy in the home, school and community
Strand	Our Nation Ghana
Sub strand	Responsible Use Of Resources
Teaching/ Learning Resources	Pictures, Charts, Video Clips
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship	


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>Led learners to recite few rhymes</p> <p><u>One little finger</u> One little finger, one little finger, two little fingers Tap, tap, tap Point to the ceiling, Point to the floor, Put them on your head, HEAD! <i>(continue with the lyrics by pointing to all the body parts)</i></p>	<p>Guide learners, through questions and answers, to explain energy conservation e.g. the prevention of the wasteful usage of energy.</p> <p>Guide learners, through think-pair-share, to talk about strategies for energy conservation, e.g. • <i>using solar or wind energy instead of petroleum,</i> • <i>making efforts to reduce the consumption of energy (e.g. turning off lights when leaving the room and</i> • <i>recycling plastics or paper, using more natural light from the sun).</i></p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Led learners to recite few rhymes about the lesson</p> <p><u>My head my shoulders</u> My head my shoulders, my knees, my toes My head my shoulders, my knees, my toes 2x They all belong to JESUS! (clap)</p>	<p>Through pictures and charts, let learners in groups discuss the strategies of energy conservation. e.g. • <i>using solar or wind energy instead of petroleum,</i> • <i>making efforts to reduce the consumption of energy (e.g. turning off lights when leaving the room and</i> • <i>recycling plastics or paper, using more natural light from the sun).</i></p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Learners to describe conserving energy in their homes or in the community, using small group drama.</p> <p>Assign and share roles to learners to perform a drama on energy conservation.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>

Week Ending			
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 12		
Learning Indicator(s)	B2. 4.1.1.1:		
Performance Indicator	Learners can identify things that families do to show their commitment to God.		
Strand	The Family and the Community		
Sub strand	Roles And Relationships		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: 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>Call learners in turns or in groups to sing religious songs they are familiar with.</p> <p>Let learners share what they learnt in the previous Sunday school service to the whole class.</p>	<p>Let learners mention the religious activities their families perform: e.g. morning devotion, going to church, mosque or the shrine.</p> <p>Let learners in groups, identify the number of times religious activities are performed during the day, week and occasionally.</p> <p>Group learners according to their religious background if available.</p> <p>Let learners tell how many times Christians, Muslims pray and role-play them.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending			
Class	Two		
Subject	HISTORY		
Reference	History curriculum Page 12		
Learning Indicator(s)	B2.2.5.1.1.		
Performance Indicator	Identify Ghanaian women who have made significant contributions to national development		
Strand	My Country Ghana		
Sub strand	Some Selected Individuals		
Teaching/ Learning Resources	Pictures of some outstanding Entrepreneurs in Ghana		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Review learners understanding in the previous lesson using questions and answers.</p> <p>Show pictures of Justice Joyce Bamford-Addo to learners for to talk about it</p>  <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Guide learners to name some outstanding women in the history of Ghana e.g. Justice Joyce Bamford-Addo – First female Speaker of Parliament</p> <p><u>JOYCE BAMFORD-ADDO</u> Joyce Bamford-Addo was born in 1937. She joined the inner temple to train under the apprenticeship system known as inns of court and was called to the English bar and Ghana bar in 1961 and 1962. She worked as state attorney from 1963 and rose to become Chief State Attorney in 1973. Following the 2008 presidential and parliamentary elections, she was elected unopposed as the speaker of the fourth parliament of the fourth republic of Ghana, making her the first female speaker of parliament.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Using pictures, let learners retell the contributions of Joyce Bamford-Addo to national development</p> <p>Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending	
Class	Two
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B2. 1.1.1.3
Performance Indicator	Learners can reflect on own experiences to talk about visual artworks that reflect the natural and manmade environments in other communities in Ghana
Strand	Visual Arts
Sub strand	Thinking and Exploring Ideas
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community

Core Competencies: Decision Making Creativity, Innovation Communication Collaboration 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>Learners sing song and recite rhymes about work.</p> <p>Show pictures of earthenware for learners to observe and talk about them</p> 	<p>Learners to talk about visual artworks (including drawings, clay pots, posters, wood carvings, calendars) they know of or have seen in the community;</p> <p>Kwahu Nsaba is a town in the kwahu west district located along the Accra-Kumasi road. It is noted for its large production of earthen ware popularly known as "ayiwa" in the local dialect. The production of 'ayiwa' has been the main work for the people in this community. This artwork is used by majority for eating. The use of 'ayiwa' can be traced back to the ancient times, when there were no bowls and plates. Etc.</p>	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p> <p>Learners retell the history of "ayiwa" in groups</p>
	<p>Learners sing song and recite rhymes about work.</p> <p>Show pictures of earthenware for learners to observe and talk about them</p>	<p>Let learners look at pictures of different earthenware and other artworks(what is applicable in your community)</p> <p>Take learners on a field trip to observe the making of earthen wares.</p> <p>Assessment: call learners in turns to talk about how earthenware are made.</p>	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p>

Week Ending			
Class	Two		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 66		
Learning Indicator(s)	B2.1.8.1.1-2		
Performance Indicator	Learners can recount what a story is about and answer simple questions on the story.		
Strand	Oral Language		
Sub strand	Listening Comprehension		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
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>Put learners into groups</p> <p>Write a list of items on the chalkboard by wrongly spelling them and allow students to self-correct them.</p> <p>Invite one person from each group to write their answers on the board</p>	<p>Revise the lesson on learners' experiences at the market, school and palace.</p> <p>Tell learners an interesting story. Lead them to discuss the story.</p> <p>Let learners tell what the story is about.</p> <p>Ask questions based on the story for learners to answer. E.g.: -What is the story about? -Mention a character in the story. -Where did the story take place?</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to play the crossword game</p> <p>Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available</p>	<p>Revise the lesson on learners' experiences at the market, school and palace.</p> <p>Tell learners an interesting story. Lead them to discuss the story.</p> <p>Let learners tell what the story is about.</p> <p>Ask questions based on the story for learners to answer. E.g.: -What is the story about? -Mention a character in the story. -Where did the story take place?</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Write some key words of the story you told.</p> <p>Let learners discuss the meaning of some of the key words contextually.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 21		
Learning Indicator(s)	B2.1.10.1.13:		
Performance Indicator	Learners can demonstrate the different effects of varying arm and hand speeds when hand-dribbling a ball.		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners will develop these such as agility, concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fair-play			
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)
	Learners go through the general and specific warm-up activities.	Learners bounce balls (dribble) from one point to the other with varying speed. Help learners to understand that varying the arms and hands speed enables the player to control his or her movement. Observe learners practice and give them corrective feedback for improvement.	Organize a mini handball or basketball game for learners to apply the skill in real life situation with fun and enjoyment. End lesson with slow jogging to aid fast recovery.