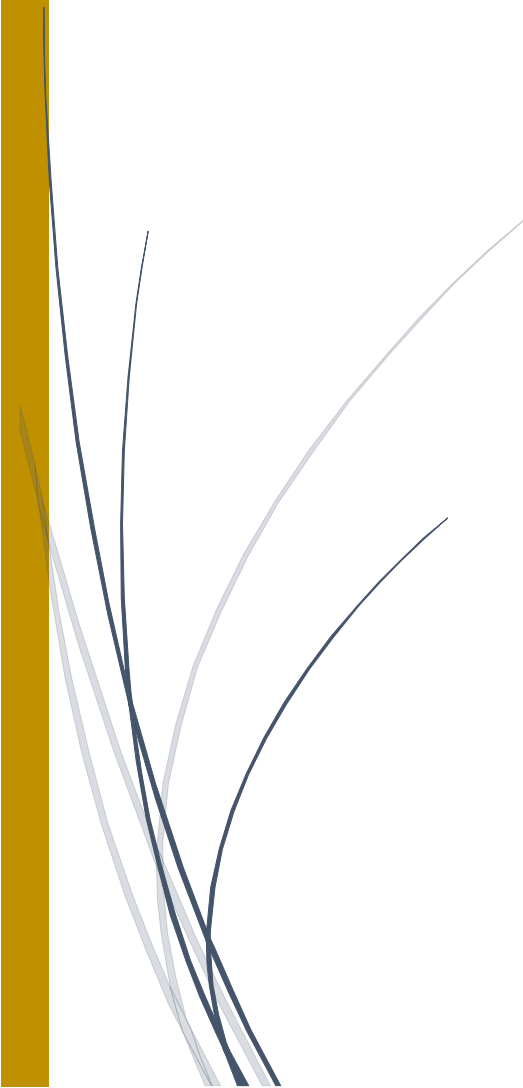


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**SAMPLE LESSON NOTES-WEEK 10**  
BASIC TWO

A series of overlapping, curved lines in shades of blue and grey, resembling a stylized plant or abstract graphic, located in the bottom left corner.

Fayol Inc.  
0547824419/0549566881    [sirhoal@gmail.com](mailto:sirhoal@gmail.com)

## SCHEME OF LEARNING- WEEK 10

### BASIC TWO

Name of School.....


<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B2.1.10.1.1. B2.2.9.1.1. B2.4.12.1.1. B2.5.10.1.1. B2.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can speak with confidence before different audience</p> <p>B. Learners can read texts/stories/passages with good pace, accuracy and expression</p> <p>C. Learners can use simple sentences to describe feelings</p> <p>D. Learners can use phonics knowledge to spell words with irregular phonic letter pattern</p> <p>E. Learners can read a variety of age and level-appropriate books and texts from print and non-print</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards and a class library	
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Have learners recite familiar rhymes.</p> <p><b><u>FIVE LITTLE DUCKS</u></b> Five little ducks went out one day, Over the hills and far away, Mother duck said "Quack, quack, quack" But only 4 little ducks came back.</p>	<p><b><u>A. ORAL LANGUAGE</u></b> (Presentation)</p> <p>Put learners in pairs to share their holiday plans with each other.</p> <p>Have each person share his/her friend's plans with the class.</p> <p>Use probing questions to get learners give additional information: e.g. i. Where will he go first? ii. What will he be doing there? etc.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><b><u>LITTLE TOMMY TITTLEMOUSE</u></b> Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.</p>	<p><b><u>B. READING</u></b> (Fluency)</p> <p>Model reading aloud with the focus on pace and expression.</p> <p>Have learners, in group/pairs, read short texts aloud with the appropriate pace, accuracy and expression.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p><b><u>C. WRITING</u></b> (Descriptive Writing)</p> <p>Let learners name and describe common objects using adjectives.</p> <p>Let learners name various objects in the classroom.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

		<p>Explain what they have to do.</p> <p>Demonstrate the activity by describing an object in 3-5 sentences. Write the sentences on the board.</p> <p>Let individuals choose objects and describe them orally and then in writing.</p>	
Thursday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p><b>D. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (Spelling)</p> <p>Have learners play the pick and spell game to spell phonetically irregular words. e. g. the, face</p> <p>Have learners use these words in oral and written sentences.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Engage learners to recite a few rhymes with actions</p> <p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p><b>C. EXTENSIVE READING</b></p> <p>Use the Author's chair to introduce the reading/ library time.</p> <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p>	<p>Call learners in turns to tell the whole class what they read.</p> <p>Let Learners draw parts of the story they read</p>

<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		<b>MATHEMATICS</b>	
<b>Reference</b>		Mathematics curriculum Page 39	
<b>Learning Indicator(s)</b>		B2.3.3.3.2	
<b>Performance Indicator</b>		Learners can use arbitrary units and hour on the clock to measure time to complete simple events.	
<b>Strand</b>		Geometry And Measurement	
<b>Sub strand</b>		Measurement- Length, Capacity, Mass And Time	
<b>Teaching/ Learning Resources</b>		Ruler, rope, meter rule	
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Mix up playing cards. Put learners into groups of two</p> <p>Shuffle and place the cards face down on the table. Player one flips over the top two cards. Player two then have to add up the numbers</p>	<p>Let learners identify personal referents for minutes or hours.</p> <p>Engage learners in activities to find out the time taken to do them. e.g. play the game of filling bottles with water. Invite three learners to fill bottles with water. The first to finish wins.</p> <p>Learners record their own time to identify referents for minutes or hours. e.g. it took me exactly 2 minutes to fill up that bottle.</p> <p>Assessment: Engage learners in other activities to identify personal referents for minutes or hours e.g. 10 minutes is about the time it takes to walk from my house to school.</p> <p>3 hours is about the time it takes to clear a plot of land etc.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
Tuesday	<p>Let learners close their eyes. While their eyes are closed, erase one or more numbers. Learners again open their eyes to find the missing numbers. Let learners justify their answers.</p>	<p>Brainstorm learners to identify activities that can or cannot be accomplished in minutes, hours, days, months and years.</p> <p>Write out each point on the board for further discussion. e.g. cooking Rice can take up to 10 minutes to finish. We can't build a Storey building in a day.</p> <p>Assessment: In groups, let learners find out activities that can or cannot be accomplished in minutes, hours, days, months and years.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>

		Encourage learners to write their findings in their workbooks.																					
Wednesday	Engage learners to sing the song  <u>WE CAN COUNT</u> We class three We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class three can count very well.	Display the stop clock or watches on the table. Ask learners to identify and tell their uses.  Let learners understanding that they are going to tell how much time it would take them to perform certain activities.  Put learners into groups of four. Invite a member from each group to <i>walk round the school building</i> . Ask learners to time themselves, using watches or clock and tell how much time (in minutes and seconds) it would take them to accomplish it.  You can also engage learners to undertake the following activities to tell how much time involved. ii. Walk to the nearest house to the school; iii. Walk to the nearest toilet; etc.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task.																				
Thursday	Put learners in two groups. Call out a number between 1 and 6. E.g. 3.  Learners must call out the double (2x) of that number.  In this case 6 is the answer.  Try out more numbers. The group that answers more wins	Give learners the start and end times of events and ask them to determine the duration of the event. e.g. Henry took an examination which started 9:00am and ended at exactly 10:45am. How many hours did he used? <i>Answer: Henry used 1 hour and 45 minutes to write the exams.</i>  Complete the table <table border="1"> <thead> <tr> <th>Sporting event</th> <th>Start</th> <th>Finish</th> <th>How long</th> </tr> </thead> <tbody> <tr> <td>Ampe</td> <td>10.30 a.m.</td> <td>10.45 a.m.</td> <td></td> </tr> <tr> <td>Netball</td> <td>9.00am</td> <td>10.00am</td> <td></td> </tr> <tr> <td>Basket ball</td> <td>2.00pm</td> <td>3.50pm</td> <td></td> </tr> <tr> <td>Football</td> <td>3.30pm</td> <td>5.00pm</td> <td></td> </tr> </tbody> </table>	Sporting event	Start	Finish	How long	Ampe	10.30 a.m.	10.45 a.m.		Netball	9.00am	10.00am		Basket ball	2.00pm	3.50pm		Football	3.30pm	5.00pm		Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task.
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Friday	Share some few jokes with learners. You can two their jokes as well e.g. An American girl farts and says “Excuse me”.  A Ghanaian girl farts and you will hear “Ohh! beans wei koraa”	Give learners the start and end times of events and ask them to determine the duration of the event. e.g. Henry took an examination which started 9:00am and ended at exactly 10:45am. How many hours did he used? <i>Answer: Henry used 1 hour and 45 minutes to write the exams.</i>  Complete the table <table border="1"> <thead> <tr> <th>Sporting event</th> <th>Start</th> <th>Finish</th> <th>How long</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Sporting event	Start	Finish	How long					Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task.												
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 47		
<b>Learning Indicator(s)</b>	B2.5.3.2.1		
<b>Performance Indicator</b>	Know the ways foods are processed for consumption		
<b>Strand</b>	Humans and the Environment		
<b>Sub strand</b>	Science And Industry		
<b>Teaching/ Learning Resources</b>	Mobile phones, laptops, toy cars etc.		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Let learners draw and display the foods they eat every day.</p>  <p>Ask learners to state why food must be processed before it is consumed.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>In groups learners discuss ways of processing foods for consumption. e.g., roasting, frying, and boiling, and communicate their ideas to the whole class.</p> <p>Present samples of raw food stuffs to learners and let them talk about how they can process them for consumption.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Emphasize on key processing methods such as washing, boiling, frying, baking, roasting etc.</p> <p>Assign learners to find out how foods are processed for consumption in their communities before the lesson.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 37		
<b>Learning Indicator(s)</b>	B2.5.3.1.1.		
<b>Performance Indicator</b>	Identify sources of information		
<b>Strand</b>	My Global Community		
<b>Sub strand</b>	Sources Of Information		
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Have learners play games and recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson.	Bring real items or pictures of telephone, mobile phone, radio etc., to class. Learners talk about the use of these technological tools.  Learners draw the items used for receiving and sending information e.g. mobile phone.	Ask learners questions to review their understanding of the lesson.  Give learners task to do whiles you go round to guide those who need help.
	Have learners play games and recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson	Bring real items or pictures of telephone, mobile phone, radio etc., to class. Learners talk about the use of these technological tools.  Learners draw the items used for receiving and sending information e.g. mobile phone.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.
	Let learners act as teachers to review the previous lesson.  Encourage learners to pose questions for clarification	Bring real items or pictures of telephone, mobile phone, radio etc., to class. Learners talk about the use of these technological tools.  Learners draw the items used for receiving and sending information e.g. mobile phone.	Ask learners questions to review their understanding of the lesson.  Give learners task to do whiles you go round to guide those who need help.




<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 13		
<b>Learning Indicator(s)</b>	B2. 4.2.1.1:		
<b>Performance Indicator</b>	Learners can describe ways of promoting personal hygiene and safety in the community.		
<b>Strand</b>	The Family and the Community		
<b>Sub strand</b>	Personal Safety In The Community		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Let learners talk about things they do to show personal hygiene practices:</p> <p>i. <i>bathing twice a day,</i>  ii. <i>brushing of the teeth, at least, twice daily,</i>  iii. <i>washing of clothes regularly, iv. washing of hands regularly, etc.</i></p> <p>Through dramatization, let learners demonstrate personal hygiene practices.</p> <p>Let learners draw items used in keeping their bodies clean.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B2.3.2.1.1		
<b>Performance Indicator</b>	Learners can describe how early trade was carried out between Ghanaians and Europeans		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	International Trading Including Slave Trade		
<b>Teaching/ Learning Resources</b>	Wall charts, word cards, posters, video clip, etc.		
<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to play games, sing songs and recite rhymes to begin the lesson.  Using questions and answers review learners on the previous lesson.	Describe how early trade was carried out between Ghanaians and the Europeans.  Organize learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold.  Role play the barter trade in those items.	Ask learners questions to review their understanding of the lesson.  Give learners task to do whiles you go round to guide those who need help.
	Let learners act as teachers to review the previous lesson.  Encourage learners to pose questions for clarification	Guide learners to use the internet to identify countries with the items they brought that remained part of everyday Ghanaian life. e.g. the Dutch and wax prints.  Name the towns that emerged on the coast as a result of European trade with Ghanaians.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B2.1.2.2 B2.1.2.3		
<b>Performance Indicator</b>	Learners can create own artworks from imagination, based on artworks produced or found in other communities in Ghana.		
<b>Strand</b>	Visual Arts & Performing Arts		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>Core Competencies:</b>	Decision Making Creativity, Innovation Communication Collaboration Digital Literacy		
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Activate the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Engage learners to make a simple beadwork using materials in the local community.</p> <p>Learners gather materials and tools available in their community.</p> <p>Demonstrate and guide learners to make a simple beadwork.</p> <p>Allow learners to practice in groups following the steps provided</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Show learners a video or pictures of the dance you want to teach.</p>  <p style="text-align: center; color: red;">Bamaya dance</p>	<p>In our last performing arts lesson, we learnt how to create our own dance moves.</p> <p>Guide learners to pick a piece of music for the dance. e.g. Bamaya dance</p> <p>Guide learners to determine the style and plan of the dance. Show learners a video or pictures of the dance you want to teach.</p> <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 58		
<b>Learning Indicator(s)</b>	B1.6.1.1.1		
<b>Performance Indicator</b>	Learners can read simple sentences of about three to four words.		
<b>Strand</b>	Extensive Reading		
<b>Sub strand</b>	Building the Love And Culture of Reading In Learners		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>Core Competencies:</b>	Creativity and innovation, Communication and collaboration, Critical thinking		
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite rhymes  <u>Row, Row, Row Your Boat</u> Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.	Let learners say the letters of the alphabet.  Write words on a flashcard.  Let learners pick the flashcards in turns and let them mention the word on the card.  Lead learners to spell the words as a group and on individual bases.	Ask learners questions to review their understanding of the lesson.  Give learners task to do whiles you go round to guide those who need help.
	Have learners play games and recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson	Write the words on the board leaving out some letters.  Call learners to fill the blank spaces with the correct letter.  Write more words on the board leaving some letters out and call learners to fill the blank spaces with the missing letter.  Guide learners to fill in blank spaces in simple words.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.
	Engage learners to sing songs and recite rhymes  <u>Ding dong bell.</u> Pussy's at the well. Who took her there? Little Johnny Hare. Who'll bring her in? Little Tommy Thin. What a jolly boy was that To get some milk for pussy cat, Who ne'er did any harm? But played with the mice in his father's barn	Let learners say the letters of the alphabet as a group.  Call individual learners to say the letters of the alphabet.  Write four-letter words on the board.  Lead learners to say the words aloud. Let learners say the words on their own.  Help learners to write four-letter words correctly.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 27		
<b>Learning Indicator(s)</b>	B2.4.4.4.5		
<b>Performance Indicator</b>	Classify PE equipment into new and old.		
<b>Strand</b>	Physical Fitness Concepts, Principles And Strategies		
<b>Sub strand</b>	Safety And Injuries		
<b>Teaching/ Learning Resources</b>	Pictures and Videos		
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Place PE equipment like discus, javelin, etc. on a table and let learners identify them</p>  <p>Guide learners to sort them into new and old by their appearance and usage.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>