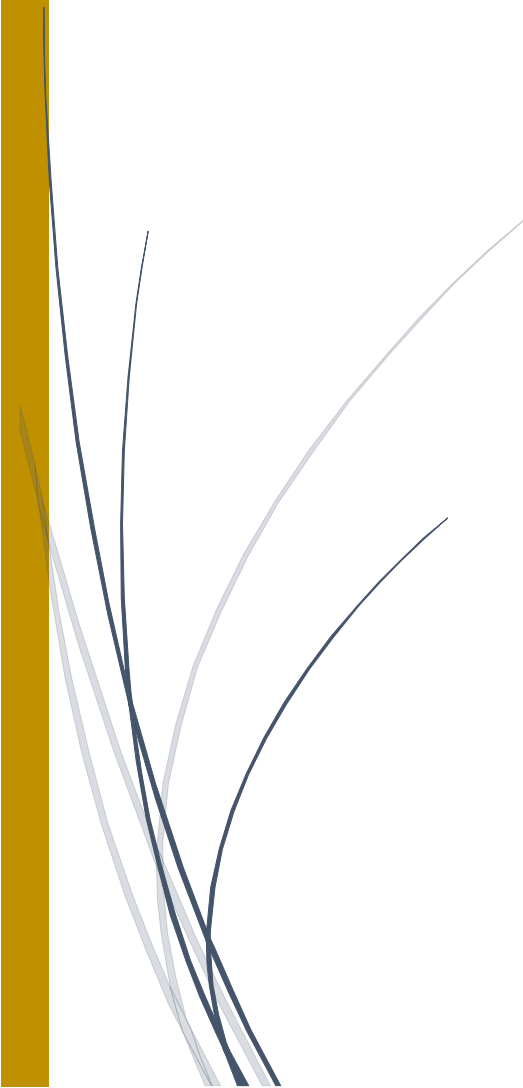


A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.

**SAMPLE LESSON NOTES-WEEK 11**  
BASIC TWO

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

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## SCHEME OF LEARNING- WEEK 11

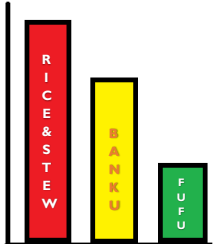
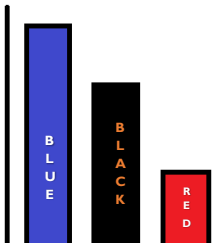
### BASIC TWO

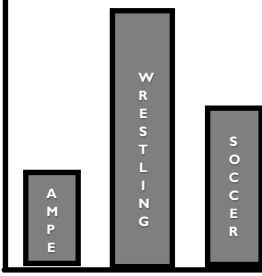
Name of School.....

<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>		B2.1.10.1.2. B2.2.9.1.2. B2.4.12.1.1. B2.5.10.1.1. B2.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can maintain appropriate posture, eye contact and use appropriate verbal and non-verbal cues to convey meaning</p> <p>B. Learners can read and recognize 120 sight words</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><u>FIVE LITTLE DUCKS</u> 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>A. <u>ORAL LANGUAGE</u></b> (Presentation)</p> <p>Model appropriate posture, eye contact and use verbal and non-verbal clues.</p> <p>Let learners observe and do same.</p> <p>Discuss when to use various postures, eye contact, verbal and non-verbal clues when talking to different people e.g. teacher, friend.</p> <p>Have learners role-play how to maintain appropriate posture, verbal and non-verbal clues in communication. e.g. crossed arms and unblinking eye gaze to indicate disapproval.</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><u>LITTLE TOMMY TITTLEMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men’s ditches.</p>	<p><b>B. <u>READING</u></b> (Fluency)</p> <p>Introduce learners to more sight words in context</p> <p>Have them identify and use at least 120 sight-words</p> <p>Remember to focus on a few at a time.</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><b>C. <u>WRITING</u></b> (Descriptive Writing)</p> <p>Let learners name and describe common objects using adjectives.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>

	Using questions and answers, review their understanding of the previous lesson.	Let learners name various objects in the classroom.  Explain what they have to do.  Demonstrate the activity by describing an object in 3-5 sentences. Write the sentences on the board.  Let individuals choose objects and describe them orally and then in writing.	Have learners to read and spell some of the keywords in the lesson
Thursday	Have learners play games and recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson.	<b><u>D. WRITING CONVENTIONS &amp; GRAMMAR USAGE</u></b> <i>(Spelling)</i> Have learners play the pick and spell game to spell phonetically irregular words. e. g. the, face  Have learners use these words in oral and written sentences.	Give learners task to complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson
Friday	Engage learners to recite a few rhymes with actions  Have a variety of age appropriate books for learners to make a choice from.	<b><u>C. EXTENSIVE READING</u></b>  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

<b>Week Ending</b>	
<b>Class</b>	Two
<b>Subject</b>	<b>MATHEMATICS</b>
<b>Reference</b>	Mathematics curriculum Page 40
<b>Learning Indicator(s)</b>	B2.4.1.1.1
<b>Performance Indicator</b>	Learners can use tallies checkmark, charts lists or objects to collect and organize data
<b>Strand</b>	Data
<b>Sub strand</b>	Data Collection And Organization
<b>Teaching/ Learning Resources</b>	Class registers, school based assessment
<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>Ask learners questions to review their understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Revise with learners on some of the key words used. e.g. data, the number collected for the analysis, bar graph, etc.</p> <p>Draw a bar graph on the board depicting the food learners like best</p>  <p>Learners to use the graph to answer and/or pose questions, and justify the answers, based on the organized data e.g. "What is the class favorite food?"</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Tuesday	<p>Ask learners questions to review their understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Draw a bar graph on the board depicting learners favorite colors</p>  <p>Learners to use the graph to answer and/or pose questions, and justify the answers, based on the organized data e.g. "What is the class favorite color?"</p> <p>Encourage learners to ask questions about the bar graph.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Wednesday	<p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Draw a bar graph on the board depicting learners favorite sports.</p>	<p>Ask learners to tell you what they have learnt</p>

	Engage learners to play games and sing songs to begin the lesson.	 <p>Learners to use the graph to answer and/or pose questions, and justify the answers, based on the organized data e.g. "What is the class favorite sport?"</p>	Give learners individual or home task
Thursday	Engage learners to play games and sing songs to begin the lesson.	<p>Engage learners to collect data and represent it using bar graph.</p> <p>Let learners answer questions based on the graph they have drawn.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Friday	Engage learners to play games and sing songs to begin the lesson.	<p>Engage learners to collect data and represent it using bar graph.</p> <p>Let learners answer questions based on the graph they have drawn.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>


<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 34		
<b>Learning Indicator(s)</b>	B2.5.4.1.1		
<b>Performance Indicator</b>	Describe the conditions of the weather		
<b>Strand</b>	Humans and the Environment		
<b>Sub strand</b>	Climate Change		
<b>Teaching/ Learning Resources</b>	Pictures depicting bush burning, burning of rubbish, throwing rubbish into water bodies		
<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>
	Have learners play games and recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson.	Take learners out to observe the weather and talk about whether they feel hot or cold.  Guide learners to talk about other weather conditions, e.g. rainy, windy, sunny and cloudy.	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	Show pictures or videos of different weather conditions and activities people do under different weather conditions.  Learners talk about what they observe during different weather conditions: rainy, windy, sunny and cloudy.	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	Let learners sing songs on the weather, e.g. rain, rain go away.  Act a play on the lesson taught.	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>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 37		
<b>Learning Indicator(s)</b>	B2.5.4.1.1.		
<b>Performance Indicator</b>	Demonstrate sending and receiving information from other gadgets		
<b>Strand</b>	My Global Community		
<b>Sub strand</b>	Technology In Communication		
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
<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>Guide learners through demonstration to talk about where one can send and receive information in a discussion e.g. Poster, road signs, newspapers, telephones calls, SMS, etc.</p> <p>Bring sources of data e.g. newspapers or class registers to class Guide learners, through demonstration, to identify data and record them in their books, e.g. listening to radio, newspaper, talking to people, etc.</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>Bring sources of data e.g. newspapers or class registers to class Guide learners, through demonstration, to identify data and record them in their books, e.g. listening to radio, newspaper, talking to people, etc.</p> <p>Through group work, guide learners to talk about the type of information they should pay attention to e.g. information on their education, parents.</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>Bring sources of data e.g. newspapers or class registers to class Guide learners, through demonstration, to identify data and record them in their books, e.g. listening to radio, newspaper, talking to people, etc.</p> <p>Through group work, guide learners to talk about the type of information they should pay attention to e.g. information on their education, parents.</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>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>Have learners mention things they need in promoting safety in the community: brooms, scrubbing brushes, rakes, cutlasses, street lights, etc.</p> <p>Let learners talk about things that must be done to ensure safety in the community: clearing of surroundings, de-silting choked gutters, creating watch-dog groups and reporting crimes or criminals (bad people or bad behaviors), etc.</p> <p>Help learners demonstrate safe community practices.</p> <p>Let learners draw items used in keeping our communities clean.</p> <p>Let learners draw people who keep our communities safe.</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>	B2.2.3.4. B2.2.3.5.		
<b>Performance Indicator</b>	Learners perform own artworks to share creative experiences that reflect the natural and manmade environments in other Ghanaian communities		
<b>Strand</b>	Visual Arts & Performing Arts		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
<b>DAYS</b>	<b>PHASE I: 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>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Guide learners to plan an arrangement of own artworks to share, educate and inform the public on topical issues of the local community.</p> <p>Learners should select a theme for their art. E.g. go green or save trees.</p>  <p>Learners should plan their art in a sketch form.</p>	<p>Teacher moves round the class to monitor the progress of learners in their sketches.</p> <p>Encourage learners to come out with good sketches.</p> <p>Give out manual invitations cards to learners to be given to their parents.</p>
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Organize a place for the exhibition.</p> <p>Invite other teachers to witness the artwork. Set the stage for learners to display their artwork.</p> <p>Evaluate individual art and allow pupils to talk about them in the form of appraisal.</p> <p>Discuss the moral lessons in the song.</p>	<p>Appreciate and thank parents for their presence.</p> <p>Let learners organize themselves to clean up the place after the exhibition.</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 87		
<b>Learning Indicator(s)</b>	B2.6.1.1.1		
<b>Performance Indicator</b>	Learners can read short passages of simple sentences of about four to five words.		
<b>Strand</b>	Extensive Reading		
<b>Sub strand</b>	Building The Love & 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 <b>Hot Cross Buns</b> Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Let learners sing a traditional occupational song they know.  Provide learners with reading books (the book should have a short passage according to the number of words prescribed).  Lead learners to read the passage in the book. Let learners read the passage in turns.  Assist learners to read short passages of simple sentences of about four to five words in other parts of the book.	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	Let learners sing a traditional occupational song they know.  Provide learners with reading books  Lead learners to read the passage in the book. Let learners read the passage in turns.  Assist learners to read short passages of simple sentences of about four to five words in other parts of the book.	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 <b>Round and Round the Garden</b> Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.	Let learners sing a traditional occupational song they know.  Provide learners with reading books. Lead learners to read the passage in the book.  Let learners read the passage in turns. Assist learners to read short passages of simple sentences of about four to five words in other parts of the book.	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 28		
<b>Learning Indicator(s)</b>	B2.5.3.5.3:		
<b>Performance Indicator</b>	Participate positively in physical activities rely on cooperation.		
<b>Strand</b>	Values And Psycho-Social Concepts, Principles And Strategies		
<b>Sub strand</b>	Group Dynamic		
<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>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>Cooperative learning in physical education is a model based approach that focuses on learners working together in small groups to master subject matter content.</p> <p>Emphasis during physical activity that without cooperation learners cannot positively work together.</p> <p>Cooperative learning in physical activities overcomes cultural, religious, gender, physical, developmental, etc. differences.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>