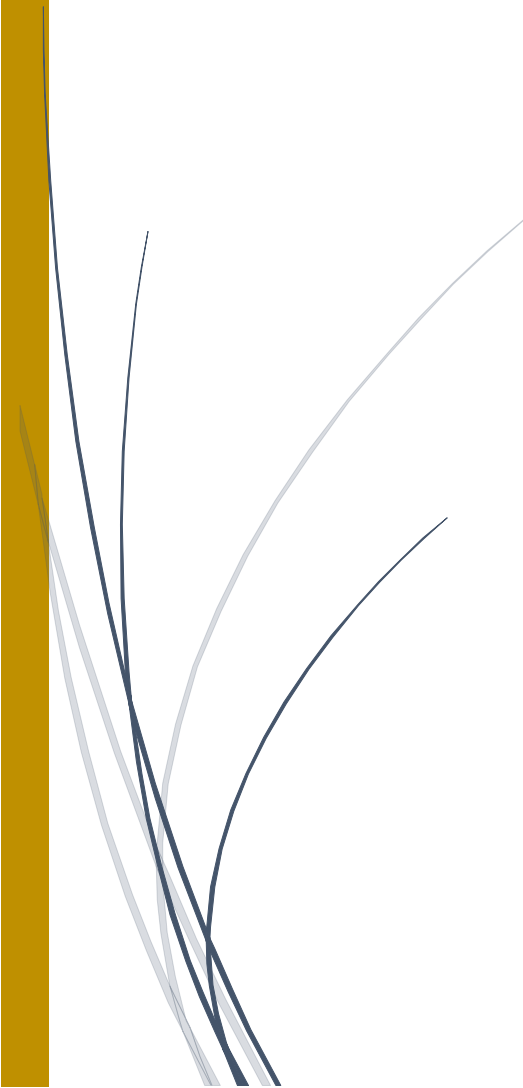


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SAMPLE LESSON NOTES-WEEK 12
BASIC TWO

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.
0547824419/0549566881 sirhoal@gmail.com

SCHEME OF LEARNING- WEEK 12

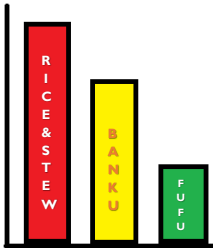
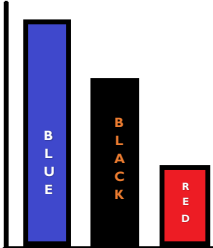
BASIC TWO

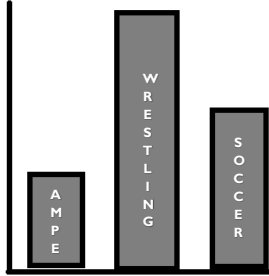
Name of School.....

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| Week Ending | | | |
| Class | Two | | |
| Subject | ENGLISH LANGUAGE | | |
| Reference | English Language curriculum Page | | |
| Learning Indicator(s) | B2.1.10.1.2. B2.2.9.1.3. B2.4.12.1.1. B2.5.10.1.1. B2.6.1.1.1 | | |
| Performance Indicator | <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 use contextual clues to confirm or self-correct pronunciation while reading aloud</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> | | |
| 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>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><u>A. ORAL LANGUAGE</u> (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 TITTMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men’s ditches.</p> | <p><u>B. READING</u> (Fluency)</p> <p>Have learners use the context in which words are found to confirm or self-correct pronunciation of words while they read aloud.</p> <p>Check intonation as they read to make meaning.</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> |

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| <p>Wednesday</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>C. WRITING (<i>Descriptive Writing</i>)</p> <p>Let learners name and describe common objects using adjectives.</p> <p>Let learners name various objects in the classroom.</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> | <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>Thursday</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>D. WRITING CONVENTIONS & GRAMMAR USAGE (<i>Spelling</i>)</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> |
| <p>Friday</p> | <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>C. EXTENSIVE READING</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> |

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| Week Ending | |
| Class | Two |
| Subject | MATHEMATICS |
| Reference | Mathematics curriculum Page 40 |
| Learning Indicator(s) | B2.4.1.2.1 |
| Performance Indicator | Draw and interpret concrete graphs and pictographs |
| Strand | Data |
| Sub strand | Data Collection And Organization |
| Teaching/ Learning Resources | Class registers, school based assessment |
| 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) |
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| 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>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |

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| | | Encourage learners to ask questions about the bar graph. | |
| Wednesday | <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 sports.</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 sport?"</p> | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |
| 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>Use one-to-many correspondence to create concrete graphs or pictographs to represent data collected (up to 3 categories of data)</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>Use a one-to-one correspondence solve simple problems (how many altogether, comparing, or take apart problems) on concrete graphs or pictographs.</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> |



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| Week Ending | |
| Class | Two |
| Subject | SCIENCE |
| Reference | Science curriculum Page 48 |
| Learning Indicator(s) | B2.5.4.1.1 |
| Performance Indicator | Explain some common human activities that are harmful to the environment |
| Strand | Humans and the Environment |
| Sub strand | Climate Change |
| Teaching/ Learning Resources | Pictures depicting bush burning, burning of rubbish, throwing rubbish into water bodies |
| 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) |
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| | <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 come out with different activities that could harm the environment (bush burning, burning of rubbish, throwing rubbish into water bodies).</p> <p>Let learners determine if they could be harmed by these activities. (What will happen to you if you breathe in smoke? what will happen if you drink water from a contaminated source?)</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>Let learners come out with different activities that could harm the environment (bush burning, burning of rubbish, throwing rubbish into water bodies).</p> <p>Let learners determine if they could be harmed by these activities. (What will happen to you if you breathe in smoke? what will happen if you drink water from a contaminated source?)</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>Explain to learners that fossil fuels like the petrol used in cars is causing the world to become warmer, affecting the weather.</p> <p>If it is a farming community, how has the weather patterns changed recently?</p> <p>If it's a fishing community by the ocean, has the ocean been taking away the land?</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> |

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| Week Ending | | | |
| Class | Two | | |
| Subject | OUR WORLD OUR PEOPLE | | |
| Reference | OWOP curriculum Page 37 | | |
| Learning Indicator(s) | B2.5.4.1.1. | | |
| Performance Indicator | Demonstrate sending and receiving information from other gadgets | | |
| Strand | My Global Community | | |
| Sub strand | Technology In Communication | | |
| Teaching/ Learning Resources | Pictures, Charts, Video Clips | | |
| Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving and Cultural Identity | | | |
| 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 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> |

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| Week Ending | | | |
| Class | Two | | |
| Subject | RELIGIOUS & MORAL EDUCATION | | |
| Reference | RME curriculum Page 13 | | |
| Learning Indicator(s) | B2. 4.2.1.1: | | |
| Performance Indicator | Learners can describe ways of promoting personal hygiene and safety in the community. | | |
| Strand | The Family and the Community | | |
| Sub strand | Personal Safety In The Community | | |
| 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>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> |

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| Week Ending | | | |
| Class | Two | | |
| Subject | HISTORY | | |
| Reference | History curriculum Page | | |
| Learning Indicator(s) | B2.3.2.1.1 | | |
| Performance Indicator | Learners can describe how early trade was carried out between Ghanaians and Europeans | | |
| Strand | My Country Ghana | | |
| Sub strand | International Trading Including Slave Trade | | |
| Teaching/ Learning Resources | Wall charts, word cards, posters, video clip, etc. | | |
| Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates | | | |
| 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 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. |

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| Week Ending | | | |
| Class | Two | | |
| Subject | CREATIVE ARTS | | |
| Reference | Creative Arts curriculum Page | | |
| Learning Indicator(s) | B2.1.4.6. B2.2.4.7. | | |
| Performance Indicator | Learners can report own views and feelings about the displayed artworks and suggest how the artworks can be modified or improved | | |
| Strand | Appreciating and Appraising | | |
| Sub strand | Visual Arts & Performing Arts | | |
| Teaching/ Learning Resources | Photos, videos, art paper, colors and traditional art tools, | | |
| 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>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 use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. clay pot</p> <p>Theme: <i>Unity</i> Subject matter: <i>Historical</i> Media: <i>Clay</i> Techniques: <i>coiling method</i> Uses: <i>for fetching and storing water</i> Future modification: <i>addition of handles</i></p>  | <p>Assessment: Present learners with different artworks for them to use the guidelines in appreciating and appraising.</p> <p>Summarize lesson activities with learners.</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>Performing artworks include dance, music and drama.</p> <p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. Agbadza dance</p>  <p>Let learners talk about the theme, gestures, makeup, costume, stage use and stage setting as they watch the video or pictures of the dance.</p> | <p>Review the lesson activities through questions and answers.</p> |

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| Week Ending | | | |
| Class | Two | | |
| Subject | GHANAIAN LANGUAGE | | |
| Reference | Ghanaian Language curriculum Page | | |
| Learning Indicator(s) | B2.6.2.1.1 | | |
| Performance Indicator | Learners can read short passages of simple sentences of about five to six words. | | |
| Strand | Extensive Reading | | |
| Sub strand | Reading Aloud | | |
| 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>Write words on th board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson</p> | <p>Let learners sing a traditional occupational song they know.</p> <p>Provide learners with reading books (the book should have a short passage according to the number of words prescribed).</p> <p>Lead learners to read the passage in the book. Let learners read the passage in turns.</p> <p>Assist learners to read short passages of simple sentences of about five to six words in other parts of the book.</p> | <p>Ask learners questions to review their understanding of the lessson.</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>Let learners sing a traditional occupational song they know.</p> <p>Provide learners with reading books. Lead learners to read the passage in the book. Let learners read the passage in turns.</p> <p>Assist learners to read short passages of simple sentences of about five to six words in other parts of the book.</p> | <p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p> |
| | <p>Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them</p> | <p>Let learners sing a traditional occupational song they know.</p> <p>Provide learners with reading books. Lead learners to read the passage in the book. Let learners read the passage in turns.</p> <p>Assist learners to read short passages of simple sentences of about five to six words in other parts of the book.</p> | <p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p> |

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| Week Ending | | | |
| Class | Two | | |
| Subject | PHYSICAL EDUCATION | | |
| Reference | PE curriculum Page 28 | | |
| Learning Indicator(s) | B2.5.4.5.4 | | |
| Performance Indicator | Collect data and record progress toward mastery of a motor skill in physical activity. | | |
| Strand | Values And Psycho-Social Concepts, Principles And Strategies | | |
| Sub strand | Critical Thinking | | |
| Teaching/ Learning Resources | Pictures and Videos | | |
| Core Competencies: Learners develop personal and social skills such as cooperation, writing, arithmetic skills | | | |
| 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) |
| | Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson | Take learners through collecting and recording data activities. Learners keep records of the progress in physical activity, appreciate their effort and work extra for improvement | Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help. |