



SAMPLE LESSON NOTES-WEEK 4
BASIC TWO

Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

SCHEME OF LEARNING- WEEK 4

BASIC TWO

Name of School.....

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| Week Ending | | | | | | |
| Class | | Two | | | | |
| Subject | | ENGLISH LANGUAGE | | | | |
| Reference | | English Language curriculum Page | | | | |
| Learning Indicator(s) | | B2.1.5.1.1. B2.2.3.1.2. B2.4.4.1.1. B2.5.4.1.1. B2.6.1.1.1 | | | | |
| Performance Indicator | | <p>A. Learners can dramatize stories heard or read</p> <p>B. Learners can use words containing digraphs to make meaningful sentences.</p> <p>C. Learners can draw and label objects found in their environment</p> <p>D. Learners can use the simple present tense to express habitual actions</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><u>Jack and Jill</u> 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>A. ORAL LANGUAGE (Dramatization and Role-Play Pg.41)</p> <p>Have learners select an interesting story heard or read in class.</p> <p>Discuss the story and have learners recall main events and characters.</p> <p>Select characters and assign them roles to play. Let learners role-play the story.</p> <p>Discuss moral values from the story.</p> <p>Have learners say whether or not they have enjoyed the drama and why</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> | | | |
| Tuesday | <p>Engage learners to play “Get Out Of The Wagon” game.</p> <p>Three words are placed in a wagon/table. Example:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>cake</td> <td>rake</td> <td>king</td> </tr> </table> <p>The child determines which word doesn't rhymes and tells it to 'get out of the wagon'</p> | cake | rake | king | <p>B. READING (Word Families Pg.51)</p> <p>Introduce learners to simple digraphs as in; ch- church ph- photo sh - shirt</p> <p>Have learners build as many words as possible from digraphs.</p> <p>Have learners form meaningful sentences with the words</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> |
| cake | rake | king | | | | |

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| <p>Wednesday</p> | <p>Take learners through the creeping activities for them to exercise their wrists</p> <p>Learners to crawl under chairs, through a tunnel or on the field</p> <p>NB: crawling should be done in a clean environment</p> | <p>C.WRITING (Labelling items Pg.58)</p> <p>Take learners round to look at charts showing labelled objects.</p> <p>Put learners into groups and ask them to choose an area in the environment where they will want to make a list of objects found there (e.g. home, market, shops etc.).</p> <p>Let learners draw and label objects from the area studied by their group.</p> <p>Help them to edit their work particularly spelling and spacing. Let learners write their names under their work and post their charts on the walls of the classroom for peer review</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> |
| <p>Thursday</p> | <p>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.</p> | <p>D.WRITING CONVENTIONS & GRAMMAR USAGE (Using Action Words Pg.65)</p> <p>Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories every day.</p> <p>Create situations for learners to use the structure.</p> <p>e.g. <i>i. simple truths –Lemons are sour.</i> <i>ii. interest – I like playing football.</i> <i>iii. feelings – I am happy.</i> <i>iv. opinions – He is a good teacher.</i></p> <p>Introduce drills for learners to have practice.</p> <p>Put learners into small groups to discuss given topics, using the structures</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> |
| <p>Friday</p> | <p>Have a variety of age and level-appropriate books for learners to make a choice.</p> <p>Guide learners to select books.</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 | | |
| Learning Indicator(s) | B2.1.2.1.1 | | |
| Performance Indicator | Use conceptual understanding of addition and subtraction to add, and subtract numbers to 100 | | |
| Strand | Number | | |
| Sub strand | Number Operations | | |
| Teaching/ Learning Resources | Counters, bundle of sticks, loose straws | | |
| 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>Send learners out of the class for a small exercise.</p> <p>Divide class into groups to play a type of football called "small poles"</p> <p>Ask learners to count each pole with their feet span four times.</p> <p>Introduce the lesson on the field by alerting learners how the poles were measured.</p> | <p>Have learners use their feet, strides, arms, hand-span and referent materials such as sticks or threads to find how long a table, window and door frames etc., by counting the number of times their feet, hand-span and referent materials is able to do this</p> <p>Have learners to demonstrate how long objects in the class are, by using their feet and hand-span</p> | <p>What have we learnt today?</p> <p>Using hand, feet span and other referent materials in measuring.</p> <p>Let learners' measure objects in the class by using their hand, feet span and other referent materials</p> |
| Tuesday | <p>Bring measuring bowls, cups, buckets etc. to class.</p> <p>Call students to fill each item with water.</p> <p>Learners record the volume of each item.</p> <p>Learners talk about the difference in volumes of the various items</p> | <p>Have learners use empty container such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much (the number of times) the bottles, cups etc. is able to do this.</p> <p>Call out learners in groups to use empty containers such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much</p> | <p>What have we learnt today?</p> <p>Determining the capacities of bigger containers by using smaller containers.</p> <p>Review lesson with learners.</p> |
| Wednesday | <p>Write a number on the board and have learners to call out two or three addends that might give the answer on the board e.g. $25=10+10+5$ or $25=20+5$ and hence introduce the lesson</p> | <p>Add a given set of numbers in two different ways</p> <p>Example: $35 + 54$ and $54 + 35$ or $18 + 12 + 3$ and $3 + 18 + 12$ and explaining why the order in which numbers are added does not change the sum</p> | <p>Review lesson with learners by giving them home task to write in their workbooks</p> |

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| | | <p>Explain why the difference or sum is the same as the initial number when 0 is added or subtracted from a number (e.g., why $27 + 0 = 27$ or $55 - 0 = 55$)</p> <p>Engage learner to solve several examples</p> | |
| Thursday | <p>Write a number on the board. Display number cards in front of the class.</p> <p>Call out learners to pick two cards that add up to the number on the board.</p> | <p>Match a word problem to a missing addend (e.g., $34 + \underline{\quad} = 57$), missing subtrahend (e.g. $27 - \underline{\quad} = 24$) or missing minuend ($\underline{\quad} - 54 = 63$) statement</p> <p>Create an addition or subtraction number sentence and word problem for a number up to 100 (i.e., given the solution 53, create an addition or subtraction sentence with an answer of 53 and a corresponding word problem).</p> <p>Engage learners in a lot of story problems for them to solve</p> | <p>What have we learnt today? Demonstrating the understanding of addition and subtraction.</p> <p>Review the lesson with learners by giving them task to write in their workbooks</p> |

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| Week Ending | |
| Class | Two |
| Subject | Science |
| Reference | Science curriculum Page |
| Learning Indicator(s) | B2.1.1.2.2 |
| Performance Indicator | Group things collected from the environment into living and non-living things |
| Strand | Diversity of Matter |
| Sub strand | Living And Non Living Things |
| Teaching/ Learning Resources | Pictures of living and nonliving things |

| 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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| | Learners bring pictures of various living and non-living things | <p>Guide learners to group pictures into living and nonliving things</p> <p>Go on a nature walk, observe and collect things from the environment.</p> <p>Lead learners to group things collected from the environment into living and non-living things</p> | <p>What have we learnt today?</p> <p>Grouping things collected from the environment into living and non-living things</p> <p>Invite the class to tell you what they have learnt in the lesson using 'pupil as teacher method'</p> |
| | Learners bring pictures of various living and non-living things | <p>In groups learners work to sort out things into living and non-living things (based on the pictures and items collected from the environment).</p> <p>Learners give reasons for their groupings.</p> <p>Have learners to draw and color two things each of living and nonliving things.</p> | <p>What have we learnt today?</p> <p>Grouping things collected from the environment into living and non-living things</p> <p>Invite the class to tell you what they have learnt in the lesson using 'pupil as teacher method'</p> |
| | <p>Paste a chart on the board showing pictures of living and nonliving things as learners observe</p> <p>Have learners to talk about the chart and identify the names of things on the chart.</p> | <p>Draw and color some of the things collected.</p> <p>Project: Learners create some living and non-living things from materials such as clay, blu- tack, cardboard or paper.</p> | <p>What have we learnt today?</p> <p>Grouping things collected from the environment into living and non-living things</p> <p>Learners present their final work to the class for appraisal</p> |

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| Week Ending | | | |
| Class | Two | | |
| Subject | OUR WORLD OUR PEOPLE | | |
| Reference | OWOP curriculum Page 20 | | |
| Learning Indicator(s) | B2.1.2.1.1. | | |
| Performance Indicator | Identify things to do to develop a sense of self identity and self-worth | | |
| Strand | All About Us | | |
| Sub strand | Myself | | |
| 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) |
| | Led learners to recite few rhymes <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> | Learners compose poems/write essays about themselves and what they can do to feel more valued at home, school and the community. Learners are assigned projects to dialogue with parents on how they can be supported and encouraged to build strong sense of identity e.g. encourage good behavior and performance at home. | Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board. |
| | Led learners to recite few rhymes about the lesson <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) | Learners compose poems/write essays about themselves and what they can do to feel more valued at home, school and the community. Learners are assigned projects to dialogue with parents on how they can be supported and encouraged to build strong sense of identity e.g. encourage good behavior and performance at home. | Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board. |

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| Week Ending | | | |
| Class | Two | | |
| Subject | RELIGIOUS & MORAL EDUCATION | | |
| Reference | RME curriculum Page | | |
| Learning Indicator(s) | B2.1.1.1.1 | | |
| Performance Indicator | Learners can mention the attributes of god that reveal his nature | | |
| Strand | God's creation and Attributes | | |
| Sub strand | God the Creator | | |
| 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>Start with a related song.</p> <p>My god is so big So strong and so mighty There is nothing my god cannot do.</p> | <p>Group learners into three In groups, lead learners to discuss the attributes of God as the Sustainer of life:</p> <ul style="list-style-type: none"> - Giver of rain and sunshine, - the One who makes plants grow, - The Giver of air, etc. <p>Let learners mention other attributes of God in their local languages.</p> <p>Let learners explain the attributes of God relevant to their daily life, e.g. God gives life, rain and air.</p> | <p>Review the lesson with learners.</p> <p>Ask pupils to summarize the important points in the lesson</p> <p>Ask learners to draw and colure two things god created</p> |

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| Week Ending | | | |
| Class | Two | | |
| Subject | HISTORY | | |
| Reference | History curriculum Page | | |
| Learning Indicator(s) | B2.2.1.1.1-2 | | |
| Performance Indicator | Identify the ethnic groups in each region in Ghana and state the characteristics of the ethnic groups in Ghana | | |
| Strand | My Country Ghana | | |
| Sub strand | The People of Ghana | | |
| Teaching/ Learning Resources | | | |
| 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) |
| | Paste a Ghana map on the board showing the administrative regions in Ghana. Have learners to talk about what they see | Guide learners to Identify the administrative regions of Ghana Locate the ethnic groups in each region on a map of Ghana With the aid of a slide or video show, identify the regions and ethnic groups in Ghana Match the ethnic groups with their region. | Review the lesson with learners by Ask pupils to summarize the important points in the lesson |
| | Have learners to identify some taboos and oaths in their community | List the administrative regions in the order in which they created (starting with the oldest region) Put learners in two groups. Display word cards with the various ethnic groups and administrative regions written on them. Call a member of one group to pick up one of the ethnic groups. Call a member from the other group and let him pick up the administrative region that match the ethnic group | Review the lesson with learners by Ask pupils to summarize the important points in the lesson |

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| Week Ending | | | |
| Class | Two | | |
| Subject | CREATIVE ARTS | | |
| Reference | Creative Arts curriculum Page | | |
| Learning Indicator(s) | B2 2.2.2.1 B2 2.2.3.1 | | |
| Performance Indicator | Compose own artworks using available performing arts instruments, resources and methods to represent performing artworks | | |
| Strand | Performing Arts | | |
| Sub strand | Planning, Making and Composing (Performing Arts) | | |
| 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) |
| | Learners sing song and recite rhymes about work. Show pictures of earthenware for learners to observe and talk about them | Learners are to recall images of performing artworks that are produced or performed in other parts of Ghana; Define own ideas for improvising own music, dance or drama based on the identified performing artworks Use ideas formed about the performing artworks to plan own music, dance and drama that reflect the history and culture (e.g. customs, religion, festivals, buildings, symbols) of people in those parts of Ghana | Learners talk about what was interesting and made meaning to them in the lesson. |
| | Learners sing song and recite rhymes about work. Show pictures of earthenware for learners to observe and talk about them | Engage learners to role play music, dance and drama performances in the identified communities in Ghana, using available instruments and resources; Create own music, dance and drama to represent those performed by people in other communities in Ghana. | Learners talk about what was interesting and made meaning to them in the lesson. |

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| Week Ending | | | |
| Class | Two | | |
| Subject | GHANAIAN LANGUAGE | | |
| Reference | Ghanaian Language curriculum Page 71 | | |
| Learning Indicator(s) | B2.2.3.1.1 | | |
| Performance Indicator | Recognize and create words with the same sounds - initial and final position. | | |
| Strand | Reading | | |
| Sub strand | Phonological & Phonemic Awareness | | |
| 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>Let learners explore a rhyme.</p> <p>Write some words on the board.</p> <p>Lead learners to mention the words.</p> <p>Call learners to mention the words individually.</p> <p>Assist learners through discussion to recognize and create words with the same sounds in word initial and final positions.</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>Write some words on the board.</p> <p>Lead learners to mention the words.</p> <p>Call learners to mention the words individually.</p> <p>Assist learners through discussion to recognize and create words with the same sounds in word initial and final positions.</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 words on the board.</p> <p>Lead learners to mention the words.</p> <p>Call learners to mention the words individually.</p> | <p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> |

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| | | Assist learners through discussion to recognize and create words with the same sounds in word initial and final positions. | |
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| Week Ending | | | |
| Class | Two | | |
| Subject | PHYSICAL EDUCATION | | |
| Reference | PE curriculum Page 18 | | |
| Learning Indicator(s) | B2.1.4.1.4: | | |
| Performance Indicator | Demonstrate balance on the ground and on objects, using bases of support other than both feet. | | |
| Strand | Motor Skill & Movement Patterns | | |
| Sub strand | Manipulative skills | | |
| Teaching/ Learning Resources | chair | | |
| Core Competencies: Learners develop personal skills and leadership such as strength, balance, courage, patience | | | |
| 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) |
| | Take learners through general and specific warm ups. Learners warm up by doing knees boxing | Demonstrate balance on the ground by sitting on the ground, raise your feet off the ground and support the trunk with your hands for learners to observe. Sit on a chair and lift your feet off the ground. Guide learners to identify the chair as the base of support. Assessment: Organize mini game for learners for fun and enjoyment Learners practice with others as well as give support to others | Take learners through cool down to end the lesson |