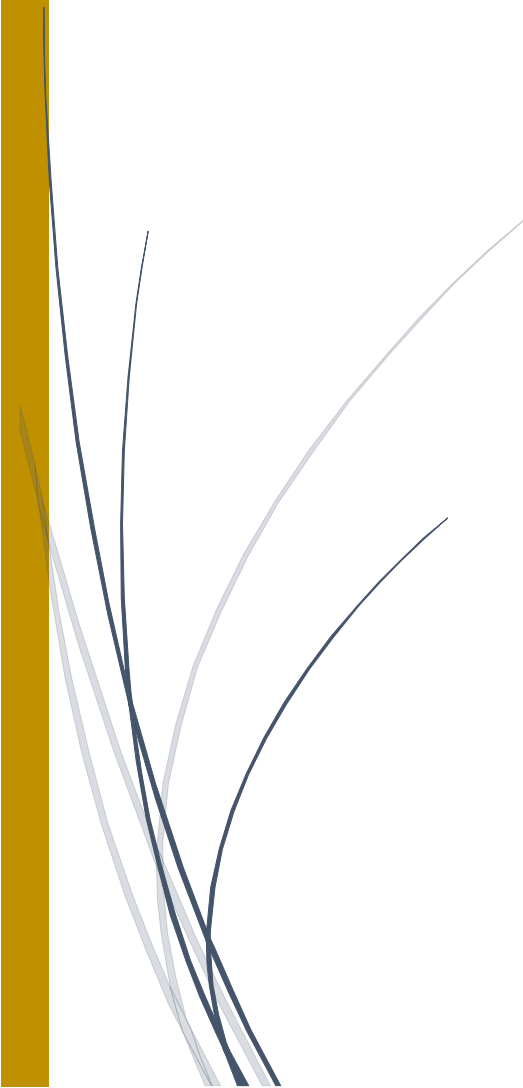


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SAMPLE LESSON NOTES-WEEK 4
BASIC TWO

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Fayol Inc.
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SCHEME OF LEARNING- WEEK 4

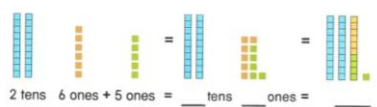

BASIC TWO



Name of School.....



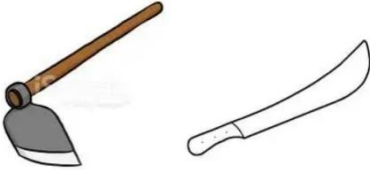
Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.9.1.3. B2.2.7.2.2. B2.4.8.1.1. B2.5.9.1.2. B2.6.1.1.1	
Performance Indicator		<ul style="list-style-type: none"> ❖ Learners can respond to commands, instructions and requests ❖ Learners can describe events in a story ❖ Learners can develop two coherent paragraphs on one idea or concepts using leading questions ❖ Learners can identify nouns and verbs in simple sentences ❖ Learners can read a variety of age and level-appropriate books and texts from print and non-print. 	
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	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	<p style="text-align: center;"><u>A. ORAL LANGUAGE</u> (Giving and Responding to Commands)</p> <p>Introduce instructions by having learners respond to typical classroom instructions.</p> <p>Create situations for learners to practice giving and responding to instruction.</p> <p>Let learners role-play parents, teachers, prefects, learners giving and responding to instructions, etc. e. g. Instruction: 1. Draw a circle in a square. 2. Write the letter 'A' in the circle.</p>	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
Tuesday	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.	<p style="text-align: center;"><u>B. READING</u> (Comprehension)</p> <p>Using the community circle time, tell learners stories. Sing songs in between the story to get the attention of learners.</p> <p>Have learners retell stories sequentially.</p> <p>Have them identify and describe events in the stories.</p> <p>Guide learners to unfold the events in a story sequentially.</p>	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
Wednesday	Engage learners to sing songs and recite rhymes	<p style="text-align: center;"><u>C. WRITING</u> (Guided Composition)</p>	Give learners task to complete while you go round the class to support

	<p><u>Round and Round the Garden</u> Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.</p>	<p>Write selected topics on the board, e.g. "Myself".</p> <p>Teacher and learners brainstorm to generate ideas about the topic.</p> <p>Put learners in groups and ask leading questions to guide them develop the ideas generated into one or two paragraphs.</p>	<p>those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Sea shells</u> She sells seashells by the seashore The shells she sells are surely seashells So if she sells shells on the seashore, I am sure she sell seashore shells</p>	<p><u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Using Simple Sentences)</i></p> <p>Use questions and samples for learners to identify nouns and verbs in the structure of simple sentences. e. g. i. <i>Ofori danced. (Who danced? What did Ofori do?)</i> ii. <i>Ama laughed. (Who danced? What did Ama do?)</i></p> <p>have learners use the simple sentences in forming compound and complex sentences orally with the aid of conjunctions.</p> <p>Let learners write the sentences in thier workbooks.</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>Have a variety of age and level-appropriate books for learners to make a choice.</p> <p>Guide learners to select books.</p>	<p><u>C. EXTENSIVE READING</u></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>


Week Ending			
Class	Two		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 28		
Learning Indicator(s)	B2.1.2.4.3		
Performance Indicator	Learners can solve one-step and multi-step word problems involving addition and subtraction within 100 using a variety of strategies based on place value, including algorithms		
Strand	Number		
Sub strand	Number Operations		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, Bundle of sticks		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite rhymes Tooting tutors A tutor who tooted a flute Tried to tutor two tooters to toot Said the two to their tutor, Is it harder to toot or To tutor two tooters to toot?	Guide learners to solve one-step and multi-step word problems involving addition and subtraction Example: Yaw has 32 books. Aisha added 13 more books to Yaw's books. How many books do they have altogether? Assessment: Have learners to practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Engage learners to sing songs and recite rhymes Sleet slitters I slit a sheet, a sheet I slit And on a slitted sheet I sit I slit a sheet, a sheet I sit. The sheet I slit, that sheet was it	Guide learners to solve one-step and multi-step word problems involving addition and subtraction Example: Mr. Haruna gave 45 books to Yaa' She gave 11 of the books to her sister. How many books are left? Assessment: Have learners to practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Wednesday	Engage learners to sing songs and recite rhymes Pease Porridge Hot Pease porridge hot. Pease porridge cold, Pease porridge in the pot, nine days old: Some like it hot, some like it cold Some like it in the pot, nine days old.	Guide learners to solve one-step and multi-step word problems involving addition and subtraction Example: Araba needs 8 Ghana cedis to buy exercise books. She has only 5 Ghana cedis. How much money does she need in order to buy the books? Assessment: Have learners to practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Thursday	Engage learners to sing songs and recite rhymes "Itsy Bitsy Spider" The itsy bitsy spider crawled up the water spout.	Guide learners to solve problems involving addition and subtraction using place value.	Give learners task to complete whiles you go round to guide those who don't understand.


	<p>Down came the rain, and washed the spider out. Out came the sun, and dried up all the rain and the it'sy bitsy spider went up the spout again"</p>	<p>Example: Henry had 26 marbles in a basket. His father gives him another 5 marbles. How many marbles does Henry has all together.</p> <p>$26 + 5$</p>  <p>2 tens 6 ones + 5 ones = ___ tens ___ ones = ___</p> <p>Assessment: Have learners to practice with more examples.</p>	<p>Give remedial learning to those who special help.</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite rhymes "It's Raining, It's Pouring It's raining: it's pouring. The old man is snoring. He bumped his head on the top of the bed, And couldn't get up in the morning.</p>	<p>Guide learners to solve problems involving addition and subtraction using place value.</p> <p>Example: if Esther has 36 eggs and decides to give out 9 of the eggs to Chantal. How many eggs are left Esther.</p> <p>$36 - 9$</p>  <p>3 tens 6 ones = ___ tens ___ ones</p> <p>Assessment: Have learners to practice with more examples.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

Week Ending			
Class	Two		
Subject	SCIENCE		
Reference	Science curriculum Page 45		
Learning Indicator(s)	B2.5.2.1.1		
Performance Indicator	Learners can Identify causes and prevention of ringworm		
Strand	Humans and the Environment		
Sub strand	Diseases		
Teaching/ Learning Resources	Pictures and videos depicting some common skin diseases		
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)
	Engage learners to sing songs and recite rhymes "If wishes were horses If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!	Show pictures of people suffering from ringworm.  Guide learners to bring out possible causes of ringworm and other skin diseases such as eczema.	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.
	Engage learners to sing songs and recite rhymes Hot Cross Buns 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!	Show pictures of people suffering from ringworm  Guide learners to bring out possible causes of skin diseases	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Discuss the modes of prevention of skin diseases such as good personal hygiene and not sharing personal items with infected persons. Ask learners to compose a rhyme or song on the prevention of ringworm.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class		Two	
Subject		OUR WORLD OUR PEOPLE	
Reference		OWOP curriculum Page 35	
Learning Indicator(s)		B2.4.4.2.1.	
Performance Indicator		Identify the types of simple agricultural tools and their uses	
Strand		Our Nation Ghana	
Sub strand		Farming In Ghana	
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)
	Engage learners to sing songs and recite rhymes "If wishes were horses If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if it's and and's were pots and pans, The tinker would never work!	Learners observe simple agricultural tools and talk about their uses  Learners visit the school garden/farms or gardens close to the school and let learners observe and talk about tools used for digging, pruning, harvesting, weeding, watering. 	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.
	Engage learners to sing songs and recite rhymes Hot Cross Buns 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!	Show pictures/videos of different types of agricultural tools from books, and let learners talk about their differences and draw.  Learners sketch different agricultural tools.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Learners in groups talk about ways of caring for agricultural tools Example: i. <i>clean the tools after use,</i> ii. <i>oil metallic agricultural tools,</i> iii. <i>keep the tools in appropriate place,</i> iv. <i>use the tool for the appropriate work.</i>	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 12		
Learning Indicator(s)	B2. 4.1.1.3:		
Performance Indicator	Learners can describe factors that promote good relationships between children and their parents		
Strand	The Family and the Community		
Sub strand	Roles And Relationships		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE I: 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 sing songs and recite rhymes Ezekiel cried, "Dem dry bones! Ezekiel cried, "Dem dry bones! "Oh, hear the word of the Lord The foot bone connected to the leg bone, The leg bone connected to the knee bone The knee bone connected to the thigh bone. The thigh bone connected to the back bone. The back bone connected to the neck bone, The neck bone connected to the head bone, Oh, hear the word of the Lord!	Lead learners to talk about good relationships. Let learners talk about things that promote good relationships: comporment, respect, love, obedience, humility, friendliness, etc. Let learners identify their friends and say things they like about them. Let learners dramatize behaviors that show good relationships.	Ask learners questions to review their understandings of the lessson. Give learners task to do whiles you go round to guide those who need help.

Week Ending			
Class	Two		
Subject	HISTORY		
Reference	History curriculum Page 12		
Learning Indicator(s)	B2.2.5.1.1.		
Performance Indicator	Learners can Identify Ghanaian women who have made significant contributions to national development		
Strand	My Country Ghana		
Sub strand	Some Selected Individuals		
Teaching/ Learning Resources	Pictures of some outstanding Entrepreneurs in Ghana		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 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>Review learners understanding in the previous lesson using questions and answers</p>  <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Guide learners to name some outstanding women in the history of Ghana e.g. Mrs Charity Zormelo-Fiawoo</p> <p><u>MRS CHARITY ZORMELO-FIAWOO</u> Mrs Charity Zormelo-Fiawoo was the first woman graduate from the Gold Coast, and the first woman from English speaking West Africa to earn a B.S degree. Mrs. Charity Zormelo-Fiawoo is an Ewe born in Keta, Ghana, was the daughter of Godfred Nyavor Zormelo, a former north German mission employee and fishing business proprietor, and Patience Abolitsi Dzokotoe. In 1930 she graduated from high school in Bordentown, new jersey, and used a scholarship to enroll in Home Economics at Hampton institute where she graduated in 1934.</p> <p>Match these women with their achievements in Ghana</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Using pictures and videos, learners retell the contributions of these leaders to national development</p> <p>Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	Two		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B2.2.2.2.3 B2.2.2.3.3		
Performance Indicator	Learners can experiment with available performing arts instruments, resources and techniques to create own artworks that reflect the natural and manmade environments in other communities in Ghana		
Strand	Performing Arts		
Sub strand	Planning, Making and Composing		
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)
	Engage learners to sing some popular traditional songs they know. Kro kro hinkro Kro kro hinkro ee, Yaa Asantewaa ee, Kro kro hinkro ee, Yaa Asantewaa, Obaa besia ongyina premuano ee, Wayɛ biama y n, Kro kro hinkro ee, Yaa Asantewaa.	In the previous lesson we learned how the “Kete” dance reflect the lives of Akan regions of Ghana. Guide learners to create own dance to reflect their culture. Guide learners to pick a piece of music for the dance. e.g. a circular music, gospel music, etc. Guide learners to determine the style and plan the dance	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	Engage learners to sing some popular traditional songs they know.	Show learners a video or pictures of the dance you want to teach.  Demonstrate the dance moves to learners as they observe. Have learners practice the moves in a formation dance	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Learners to tell the part of the lesson that interest them most.

Week Ending			
Class	Two		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 69		
Learning Indicator(s)	B2.1.10.1.1-3		
Performance Indicator	<ul style="list-style-type: none"> ❖ Learners can say what a command is. ❖ Learners can respond to six to seven commands ❖ Learners can discuss the importance of commands and instructions. 		
Strand	Oral Language		
Sub strand	Giving & Following Commands And Instructions		
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>Teacher mentions a word, e.g. cat Learners write its rhyming word</p> <p>Sing songs and recite familiar rhymes in relation to the lesson</p>	<p>Revise the lesson on greetings with learners.</p> <p>Demonstrate command and respond with a learner in class.</p> <p>Discuss what a command is with learners.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Share jokes with learners.</p> <p>Call 3 learners to share their jokes with the whole class</p>	<p>Call learners in pairs and let one issue a command for the other to respond to the command.</p> <p>E.g. Stand up! Sit down! Keep quiet!</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor.</p> <p>Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.</p>	<p>Write some commands on the board and lead learners to read them.</p> <p>Let learners read the command as a group and then individually.</p> <p>Call a learner to come out and issue a command for the class to respond.</p> <p>Lead learners to recognize the importance of commands and instructions. E.g. to get work done on time; to draw your attention; for safety, peace, success, etc.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 22		
Learning Indicator(s)	B2.1.12.1.16:		
Performance Indicator	Identify the right and left sides of the body and movement from right to left.		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Personal Development and Leadership 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)
	Engage learners in the “Jump Counting” game Have learners count while jumping with each count. Challenge them to count by twos, fives, or tens!	Learners identify their left side and the right side. Play music and as they dance signal them by mentioning either left side or right side for them to move toward that direction. Let learners react to the signal with fun and enjoyment.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.