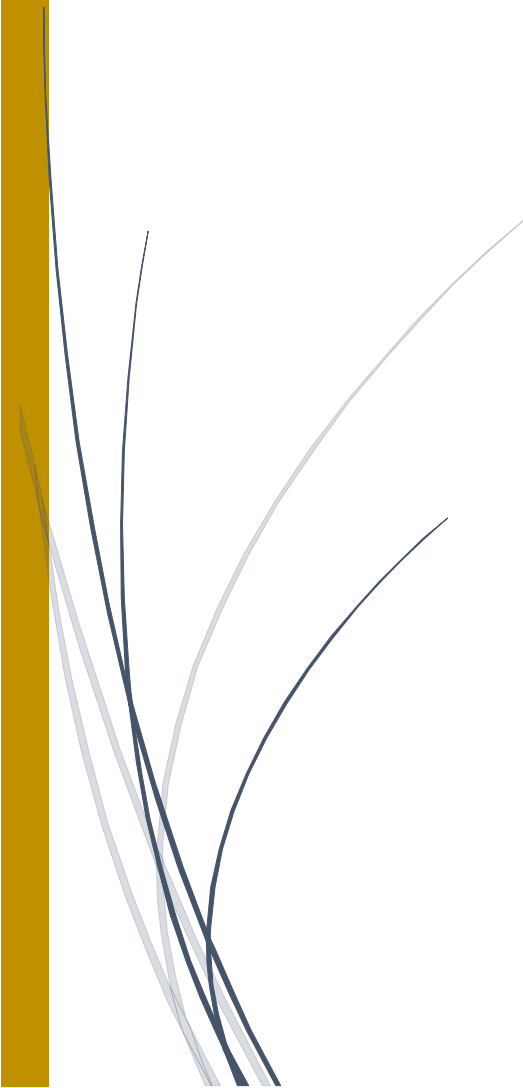


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SAMPLE LESSON NOTES-WEEK 5
BASIC TWO

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Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

SCHEME OF LEARNING- WEEK 5

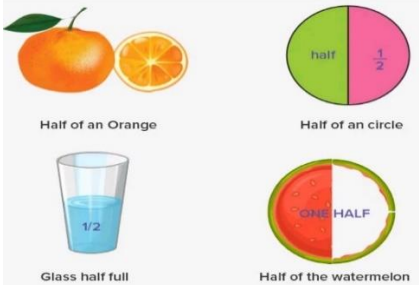
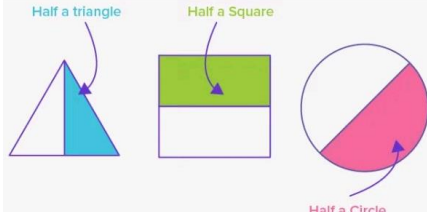
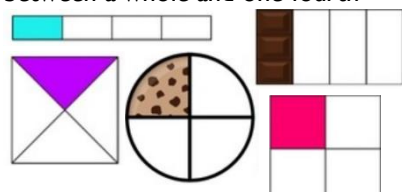
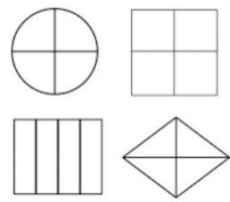
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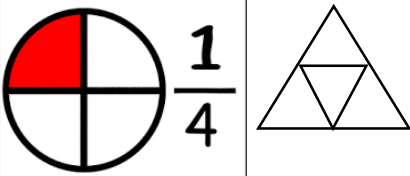

Name of School.....



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| Week Ending | | | |
| Class | Two | | |
| Subject | ENGLISH LANGUAGE | | |
| Reference | English Language curriculum Page | | |
| Learning Indicator(s) | B2.1.9.1.1. B2.2.7.2.3. B2.4.8.1.1. B2.5.9.1.2. B2.6.1.1.1 | | |
| Performance Indicator | <p>A. Learners can give and respond to commands</p> <p>B. Learners can connect characters, ideas and information within a text</p> <p>C. Learners can develop two coherent paragraphs on one idea or concepts using leading questions</p> <p>D. Learners can identify nouns and verbs in simple sentences</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>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>ONE POTATO, TWO POTATOES</u> One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p> <p>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more</p> | <p>A. ORAL LANGUAGE (Giving and Responding to Instructions)</p> <p>Revise verbs (action words) by having learners identify the present form of verbs and use them in sentences, e.g. come, go, sit, etc. (action).</p> <p>Have several learners obey commands such as 'stand up', 'close the door'.</p> <p>The teacher gives commands which the class/individuals promptly obey.</p> <p>Have Learners role-play giving and responding to commands.</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 play "Read-Cover- Write" game.</p> <p>Put word cards on the table, floor or a bowl. A pupil picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book.</p> <p>He then picks the card again and show it to the class. The class checks to see if the word is correct.</p> <p>The student with the correct number of words wins the game.</p> | <p>B. READING (Comprehension)</p> <p>Read out a story or a passage to learners aloud. Example: <i>Suzy loves Fanta. She was always afraid to try a new drink. One day, she found the courage to try Coca-Cola. She decided that she loves both equally. From now on, she tries new drinks.</i></p> <p>Use the KWL strategy to help learners follow the story or passage.</p> <p>Have learners connect the ideas and information within a text to help construct 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> |
| Wednesday | <p>Ask children to choose any 4 letters and write them in their books/on the floor.</p> | <p>C. WRITING (Guided Composition)</p> <p>Write selected topics on the board, e.g. "Myself".</p> | <p>Give learners task to complete while you go round the class to support those who might need extra help.</p> |




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| | <p>The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.</p> <p>The first child to cross out all 4 of their letters shouts BINGO!! and is the winner.</p> <p>This can also be played with high frequency words that the children know.</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>Have learners to read and spell some of the keywords in the lesson</p> |
| Thursday | <p>Engage learners to play the classroom ghost game.</p> <p>Teacher scatters objects in the classroom assuming it's a ghost.</p> <p>Example you could place some textbooks on the floor, put a pen on the window sill, etc.</p> <p>Put learners into pairs to make a note of what the ghost has moved around</p> <p>Example the books are the floor but they should be in the cupboard.</p> | <p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Simple Sentences)</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>C. <u>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> |

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| Week Ending | |
| Class | Two |
| Subject | MATHEMATICS |
| Reference | Mathematics curriculum Page 30 |
| Learning Indicator(s) | B2.1.3.1.3 |
| Performance Indicator | Learners can determine the number of halves and quarters in a whole |
| Strand | Number |
| Sub strand | Fractions |
| Teaching/ Learning Resources | Paper strips, cut out cards |
| 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>Engage learners to play the “I have.....Who has” game.</p> <p>Give out number cards (from 1-20) to learners at random. Learners are to identify numbers based on tally marks, frames, dice, fingers etc.</p> <p>The first child shouts and mention the number on his card and ask for another number. Example, I have 5....Who has 9?</p> | <p>Show learners several pictorial representations or card cut outs of halves, fourths and wholes</p> <p>Ask learners to state the relationship between a whole and one-half;</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> |
| Tuesday | <p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p> | <p>Show learners several pictorial representations or card cut outs of halves, fourths and wholes</p> <p>Ask learners to state the relationship between a whole and one-half;</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> |
| Wednesday | <p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class two We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class two can count very well.</p> | <p>Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes</p> <p>Ask learners to state the relationship between a whole and one-fourth</p>  | <p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Color $\frac{1}{4}$ of each shape.</p>  |

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| <p>Thursday</p> | <p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p> | <p>Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes</p> <p>Ask learners to state the relationship between a whole and one-fourth</p>  <p>one-fourth</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> |
| <p>Friday</p> | <p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class two We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class two can count very well.</p> | <p>Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes</p> <p>Ask learners to state the relationship between one-half and one-fourth.</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> |

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| Week Ending | | | |
| Class | Two | | |
| Subject | SCIENCE | | |
| Reference | Science curriculum Page 46 | | |
| Learning Indicator(s) | B2.5.2.1.2 | | |
| Performance Indicator | Learners can name some common water-borne diseases and their prevention | | |
| 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) |
| | <p>Led learners to recite few rhymes</p> <p><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></p> | <p>In groups learners observe containers of dirty water and clean water.</p> <p>Show pictures or videos of people suffering from diarrhea</p>  <p>Ask learners to identify which sample of water (dirty or clean), is likely to contain microorganisms that cause diseases.</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do while you go round to guide those who need help.</p> |
| | <p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p> | <p>In groups learners observe containers of dirty water and clean water.</p> <p>Show pictures or videos of people suffering from cholera.</p>  <p>Ask learners to identify which sample of water (dirty or clean), is likely to contain microorganisms that cause diseases.</p> | <p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p> |
| | <p>Play games, sing songs and recite familiar rhymes to begin the lesson.</p> <p>Using questions and answers, revise with learners on the previous lesson.</p> | <p>Let learners discuss how they will prevent themselves from contracting water-borne diseases (boiling water, filtering water, etc.).</p> <p>Let learners create posters, compose songs or rhymes on how to prevent water-borne diseases</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 | OUR WORLD OUR PEOPLE | | |
| Reference | OWOP curriculum Page 35 | | |
| Learning Indicator(s) | B2.4.4.2.1. | | |
| Performance Indicator | Learners can 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) |
| | <p>Learners to share their experience with the use of agricultural tools.</p> <p>Ask how many of them have being to farms before.</p> <p>Let them mention some simple agricultural tools they have at home.</p> | <p>Learners observe simple agricultural tools and talk about their uses</p>  <p>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.</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>Play games, sing songs and recite familiar rhymes to begin the lesson.</p> <p>Using questions and answers, revise with learners on the previous lesson.</p> | <p>Show pictures or videos of different types of agricultural tools from books, and let learners talk about their differences and draw.</p>  <p>Learners sketch different agricultural tools.</p> | <p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p> |
| | <p>Play games, sing songs and recite familiar rhymes to begin the lesson.</p> <p>Using questions and answers, revise with learners on the previous lesson.</p> | <p>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></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 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 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 brings a bag into the classroom that contains an object that has a connection to the lesson.</p> <p>Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson</p> | <p>Lead learners to talk about good relationships.</p> <p>Let learners talk about things that promote good relationships: comporment, respect, love, obedience, humility, friendliness, etc.</p> <p>Let learners identify their friends and say things they like about them.</p> <p>Let learners dramatize behaviors that show good relationships.</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> |

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| Week Ending | | | |
| Class | Two | | |
| Subject | HISTORY | | |
| Reference | History curriculum Page 13 | | |
| 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) |
| | <p>Have learners to sing some patriotic songs they know.</p> <p>Using questions and answers, review learners understanding in the previous lesson.</p> | <p>Describe how people of old ghana lived.</p> <p>Long ago, the people of old Ghana lived in tribes and clans. Each tribe or clan were ruled by chiefs or kings. Tribes fought amongst themselves to claim power and lands. The lands where used for farming, since everyone farms to feed his/her family. People exchanged farms items they did not have because there were no money.</p> <p>Call learners in turns to recall parts of the history that interest them most.</p> <p>Let learners act parts of the story.</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>Revise some familiar rhymes and tongue-twisters taught.</p> <p><u>Baa, Baa, Black Sheep</u> Baa, baa, black sheep Have you any wool. Yes sir, yes sir, three bags full. One for my master, one for his dame, One for the little boy who lives down the lane</p> | <p>Describe how early trade was carried out between Ghanaians and the Europeans.</p> <p>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.</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 | CREATIVE ARTS |
| Reference | Creative Arts Curriculum Page |
| Learning Indicator(s) | B2.1.3.4.3 B2.1.3.5.3 |
| Performance Indicator | Learners can plan a display of own visual artworks to share creative experiences based on ideas that reflect topical issues in other Ghanaian communities. |
| Strand | Visual Arts |
| Sub strand | Displaying and Sharing |
| 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) |
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| | <p>Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p> | <p>Art exhibition may present or showcase paintings, drawings, drama, music, dance performance by individuals artists, groups of artists.</p> <p>Guide learners to plan for the exhibition by:</p> <ul style="list-style-type: none"> - fixing a date - selecting a venue - inviting an audience <p>Brainstorm to agree on a theme for the exhibition (e.g. Healthy living);</p> <p>Select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance</p> | <p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p> |
| | <p>Ask learners questions to review learners understanding in the previous lesson.</p> | <p>Decide on mode of display, e.g. hanging, draping, spreading;</p> <p>Plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date);</p> <p>Clean and prepare the hall and its environment and make it ready for the exhibition;</p> <p>Plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.</p> | <p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p> |

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| Week Ending | | | |
| Class | Two | | |
| Subject | GHANAIAN LANGUAGE | | |
| Reference | Ghanaian Language curriculum Page 70 | | |
| Learning Indicator(s) | B2.1.11.1.1-3 | | |
| Performance Indicator | Learners can say the time by the hour, half hour and recognize the days of the week in chronological order | | |
| Strand | Reading | | |
| Sub strand | Presentation | | |
| 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) |
| | Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them | Discuss the various times of the day with learners, e.g., morning, afternoon and evening. Show a clock to learners and ask learners to tell you what the clock is used for. Use the clock to assist learners to tell the time by the hour. E.g. The time is 3 o'clock. | Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt |
| | Have learners to write letter patterns in the air. Engage learners to sing songs and dance to it | Use the clock to assist learners to tell the time by half hour. E.g. The time is 2:30pm. The time is 30 minutes past 4 o'clock. Draw several faces of clocks showing different times, on the board. Invite learners in turns to tell the time. | Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt |
| | Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them | Revise the lesson on telling the time with learners. Write the days of the week on the board and lead learners to mention them. Call learners to mention the names of the days of the week individually. Lead learners to mention and arrange the names of the days of the week in a chronological order. E.g. Monday, Tuesday, etc. | Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt |

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| Week Ending | | | |
| Class | Two | | |
| Subject | PHYSICAL EDUCATION | | |
| Reference | PE curriculum Page 22 | | |
| Learning Indicator(s) | B2.1.13.1.17 | | |
| Performance Indicator | Learners can roll forward (a forward roll) from standing position and back to standing | | |
| Strand | Motor Skill And Movement Patterns | | |
| Sub strand | Rhythmic 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) |
| | Learners jog within demarcated area with their hands stretched sideways to warm their body up. Show pictures or videos of the skill to be learnt. | Squat in front of a spread mat/safe floor. Place hands on the mat/floor and tuck the chin to touch the chest. From this position, push with the hands and roll forward in a round form and back to the standing. Learner progress at their own pace and always give support. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace. | Organize a mini game competition to exhibit the skill learnt. End lesson with a cool down. Have learners to reflect on what they have learnt |