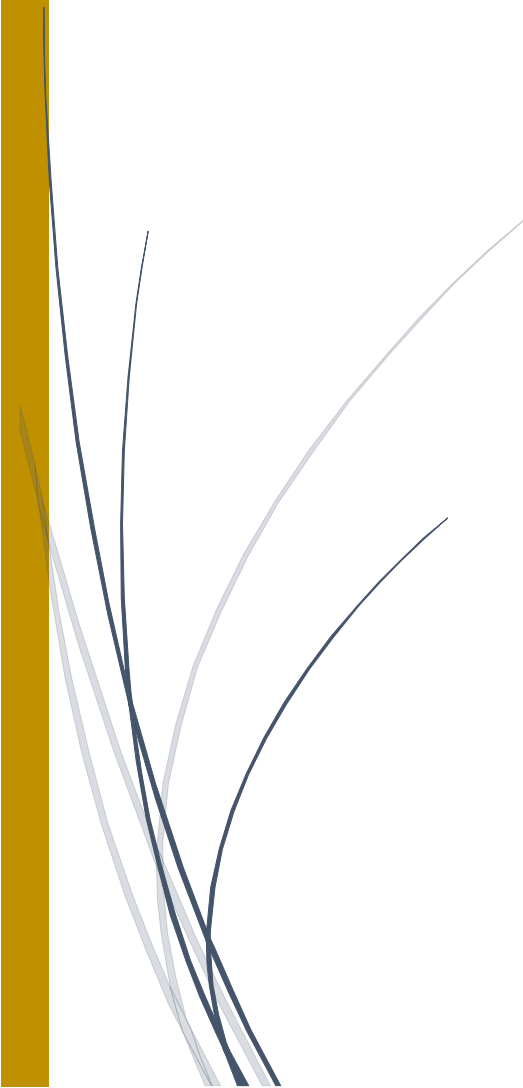


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**SAMPLE LESSON NOTES-WEEK 6**  
BASIC TWO

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

Fayol Inc.  
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## SCHEME OF LEARNING- WEEK 6

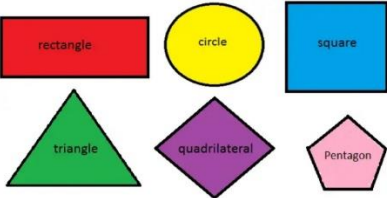
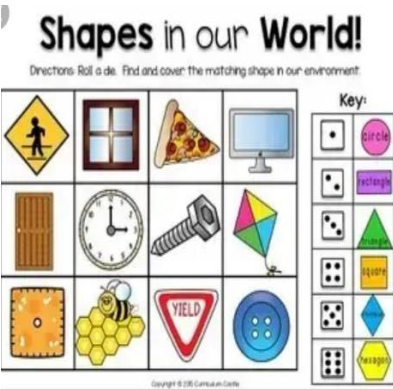
### BASIC TWO

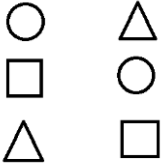
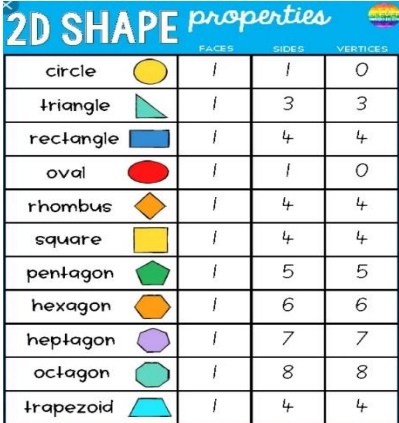
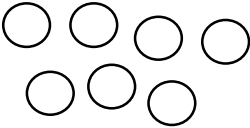

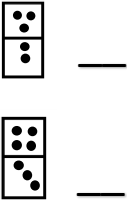

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B2.1.9.1.2. B2.2.7.2.4. B2.4.8.1.1. B2.5.9.1.2. B2.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can make and respond to polite requests</p> <p>B. Learners can read level-appropriate texts with little support</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>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards and a class library	
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Have learners recite familiar rhymes.</p> <p><u>ONCE I CAUGHT A FISH ALIVE</u>                      One, two, three, four, five                      Once I caught a fish alive                      Six, seven, eight, nine, ten                      Then I let it go again                      Why did you let it go?                      Because it bit my finger so                      Which finger did it bite?                      This little finger on my right</p>	<p><b>A. ORAL LANGUAGE</b> (Giving and Responding to Commands)</p> <p>Let learners demonstrate in pairs how they ask for favors.</p> <p>Discuss polite requests using examples. e. g. Can you hold the bag?</p> <p>Discuss words used in polite requests. e.g. Please, could you..., do you mind....May I...</p> <p>Have learners take turns to make and respond to polite requests using the word, "please".</p> <p>Discuss the importance of the word, "please", in making requests</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>Write a simple word vertically on the board . E.g. P                      E                      N</p> <p>Invite learners to come up with a word starting with each letter of the vertical word.</p>	<p><b>B. READING</b> (Comprehension)</p> <p>Have learners read different texts with little support from teacher.</p> <p>Gradually, scaffold to help learners read independently</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Have learners sing songs and recite familiar rhymes</p>	<p><b>C. WRITING</b> (Guided Composition)</p>	<p>Give learners task to complete while you go round</p>



	<p><b>MINGLE MINGLE</b></p> <ul style="list-style-type: none"> <li>•Mingle, mingle – mingle 2x Two mingle (2 come together)</li> <li>•Mingle, mingle – mingle 2x Three mingle (3 come together)</li> <li>•Mingle, mingle – mingle 2x four mingle (4 come together)</li> </ul>	<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>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>
Thursday	<p>Engage learners to play “Back to the Board” game.</p> <p>Display word cards on the teachers table in front of the class.</p> <p>Group class into three or four. Invite each leader from the group in turns to face the class with his/her back to the board. Write a letter on the board for the others to make its sound. The leader then search through the word cards to identify the letter.</p>	<p><b>D. <u>WRITING CONVENTIONS &amp; GRAMMAR USAGE</u></b> (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>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><b>C. <u>EXTENSIVE READING</u></b></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>

<b>Week Ending</b>	
<b>Class</b>	Two
<b>Subject</b>	<b>MATHEMATICS</b>
<b>Reference</b>	Mathematics curriculum Page 34
<b>Learning Indicator(s)</b>	B2.3.1.1.3
<b>Performance Indicator</b>	Learners can create two-dimensional shapes based on given attributes, including number of sides and vertices.
<b>Strand</b>	Geometry And Measurement
<b>Sub strand</b>	2D and 3D Shape
<b>Teaching/ Learning Resources</b>	2D and 3D shapes and objects boldly drawn on manila cards
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u>            We class one            We can count            We count 1,2,3,4,5            We count 6,7,8,9,10            We class one can count very well.</p>	<p>Identify the 2D faces of a given 3D object.</p>  <p>Have learners mention the names of the objects identified in turns.</p> <p>Learners draw the shapes in their books.</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>Engage learners to complete the pattern.            Which shape comes next?            Draw it</p> <p>□ ○ □ ○ —</p>	<p>Identify 3D objects in the environment that have parts similar to a given 2D shape.</p>  <p>Have learners identify and draw other objects in the environment that have parts similar to a given 2D shape.</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>Wednesday</p>	<p>have learners to match the shapes.</p> 	<p>Display cut out 2D shapes on the teachers table or floor.</p> <p>Have learners to identify the number of sides, faces and vertices of 2D plane figures.</p>  <table border="1" data-bbox="669 285 1065 705"> <thead> <tr> <th></th> <th>FACES</th> <th>SIDES</th> <th>VERTICES</th> </tr> </thead> <tbody> <tr> <td>circle</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>triangle</td> <td>1</td> <td>3</td> <td>3</td> </tr> <tr> <td>rectangle</td> <td>1</td> <td>4</td> <td>4</td> </tr> <tr> <td>oval</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>rhombus</td> <td>1</td> <td>4</td> <td>4</td> </tr> <tr> <td>square</td> <td>1</td> <td>4</td> <td>4</td> </tr> <tr> <td>pentagon</td> <td>1</td> <td>5</td> <td>5</td> </tr> <tr> <td>hexagon</td> <td>1</td> <td>6</td> <td>6</td> </tr> <tr> <td>heptagon</td> <td>1</td> <td>7</td> <td>7</td> </tr> <tr> <td>octagon</td> <td>1</td> <td>8</td> <td>8</td> </tr> <tr> <td>trapezoid</td> <td>1</td> <td>4</td> <td>4</td> </tr> </tbody> </table>		FACES	SIDES	VERTICES	circle	1	1	0	triangle	1	3	3	rectangle	1	4	4	oval	1	1	0	rhombus	1	4	4	square	1	4	4	pentagon	1	5	5	hexagon	1	6	6	heptagon	1	7	7	octagon	1	8	8	trapezoid	1	4	4	<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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<p>Thursday</p>	<p>Engage learners to draw the circles and shade any three.</p> 	<p>Let learners explore with more of 2D shapes learnt.</p> <p>Learners draw 2D shapes with given sides or vertices in their workbooks.</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 count the dots and write each number beside</p> 	<p>Let learners explore with more of 2D shapes learnt.</p> <p>Learners draw 2D shapes with given sides or vertices in their workbooks.</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>																																																

<b>Week Ending</b>	
<b>Class</b>	Two
<b>Subject</b>	<b>SCIENCE</b>
<b>Reference</b>	Science curriculum Page 46
<b>Learning Indicator(s)</b>	B2.5.2.1.2
<b>Performance Indicator</b>	Learners can name some common water-borne diseases and their prevention
<b>Strand</b>	Humans and the Environment
<b>Sub strand</b>	Diseases
<b>Teaching/ Learning Resources</b>	Pictures and videos depicting some common skin diseases
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<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>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 whiles 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>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 36		
<b>Learning Indicator(s)</b>	B2.5.I.I. I.		
<b>Performance Indicator</b>	Learners can mention Ghana's neighbors and locate them on a map		
<b>Strand</b>	My Global Community		
<b>Sub strand</b>	Our Neighboring Countries		
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite rhymes <b>"If wishes were horses</b> 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!	Engage learners in a community circle time. Tell learners some history about Ghana.  <i>Ghana is a peaceful nation who is known by her generous hospitability. Ghana was once known as Gold Coast because of her rich mineral deposit in the land. She gained her independence from her colonial masters in 1957. The current president of Ghana is H.E Nana Addo Danquah Akufu Addo. There are about 25 million people in Ghana. Ghana has 16 regions namely; Upper West, Upper East, Savanna, North East, Northern, Bono East, Brong Ahafo, Oti, Ahafo, Eastern, Ashanti, Volta, Western, Western North, Greater Accra And Central Regions.</i>  Let learners let ask and response to facts they are not clear with concerning the history of Ghana.  Learners to tell the parts of the history that interest them most.	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 <b>Hot Cross Buns</b> Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Guide learners to identify her neighboring countries.  Ghana is surrounded by other countries and have their own history. These countries are called neighbor countries. e.g. Nigeria, Togo, south Africa, Benin, Liberia, cote d'Ivoire  Neighbor countries can be immediate neighbors and distant neighbors.  Learners to identify Ghana's immediate neighbors. e.g. Togo, Burkina Faso and cote d'Ivoire	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.

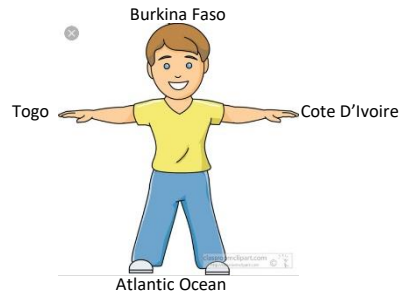
Engage learners to play games, sing songs and recite rhymes to begin the lesson.

Using questions and answers review learners on the previous lesson.

Learners demonstrate the positions of Ghana's neighboring countries by using the body

e.g. to my right is Togo, to my left is La Cote d'Ivoire, to my front is Burkina Faso and to my back is the sea (the Atlantic Ocean)

Learners compose a song/rhyme and draw a learner with arm stretched showing Ghana's neighbors



Ask learners to summarize what they have learnt.

Let learners say 5 words they remember from the lesson.



<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 12		
<b>Learning Indicator(s)</b>	B2. 4.1.1.3		
<b>Performance Indicator</b>	Learners can describe factors that promote good relationships between children and their parents.		
<b>Strand</b>	The Family and the Community		
<b>Sub strand</b>	Roles And Relationships		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to play games, sing songs and recite rhymes to begin the lesson.  Using questions and answers review learners on the previous lesson.	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 to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 13		
<b>Learning Indicator(s)</b>	B2.3.2.1.1		
<b>Performance Indicator</b>	Learners can describe how early trade was carried out between Ghanaians and Europeans		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	International Trading Including Slave Trade		
<b>Teaching/ Learning Resources</b>	Wall charts, word cards, posters, video clip, etc.		
<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to play games, sing songs and recite rhymes to begin the lesson.  Using questions and answers review learners on the previous lesson.	Describe how early trade was carried out between Ghanaians and the Europeans.  Organize learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold.  Role play the barter trade in those items.	Ask learners questions to review their understanding of the lesson.  Give learners task to do whiles you go round to guide those who need help.
	Engage learners to play games, sing songs and recite rhymes to begin the lesson.  Using questions and answers review learners on the previous lesson.	Guide learners to use the internet to identify countries with the items they brought that remained part of everyday Ghanaian life. e.g. the Dutch and wax prints.  Name the towns that emerged on the coast as a result of European trade with Ghanaians.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.3.4.3 B2.2.3.5.3		
<b>Performance Indicator</b>	Learners can perform own artworks to share creative experiences that reflect topical issues in other Ghanaian communities		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners are to watch a short video that reflects topical issues in the local community;  Ask learners to talk about parts of the video or pictures that interest them.	Plan a display of own music, dance and drama to educate and inform the public on the effects of topical issues experienced in the local community.  Discuss the need for performing collection of own or others music, dance and drama.  Develop a roadmap for the event (performance): - fixing a date - selecting a venue - inviting an audience.	Ask learners to tell the whole class what they have learnt.  Learners tell what they will like to learn.
	Ask learners questions to review learners understanding in the previous lesson.	Select and agree on a theme for the performance;  Send manual or electronic invitations (e.g. letters, postcards, WhatsApp);  Select own or others compositions for the performance,  Plan the sequence of events, stage plan identifying the positions of all facilities.  Post-performance activities: cleaning, appreciation, appraisal, evaluation, reporting.	Use series of questions and answers to review learners understanding of the lesson.  Call learners in turns to summarize the lesson.

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 76		
<b>Learning Indicator(s)</b>	B2.2.7.1.1		
<b>Performance Indicator</b>	Learners can read four to five sentences consisting of eight to ten words		
<b>Strand</b>	Reading		
<b>Sub strand</b>	Silent Reading		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Have learners to write letter patterns in the air.</p> <p>Engage learners to sing songs and dance to it</p>	<p>Give learners story books consisting of four to five sentences.</p> <p>Lead learners to read the sentences in the story books.</p> <p>Call learners to read the sentences on individual bases.</p> <p>Let learners tell what they understand from what they have read.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Write a simple word vertically on the board . E.g. C H A I R</p> <p>Invite learners to come up with a word starting with each letter of the vertical word.</p>	<p>Give learners story books consisting of four to five sentences.</p> <p>Lead learners to read the sentences in the story books.</p> <p>Call learners to read the sentences on individual bases.</p> <p>Let learners tell what they understand from what they have read.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Have learners share what is going on in their lives. You and your learners can talk about plans for the weekend.</p>	<p>Give learners story books consisting of four to five sentences.</p> <p>Lead learners to read the sentences in the story books.</p> <p>Call learners to read the sentences on individual bases.</p> <p>Let learners tell what they understand from what they have read.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 24		
<b>Learning Indicator(s)</b>	B2.2.4.2.5:		
<b>Performance Indicator</b>	Learners can Identify the roles of body parts not directly involved in catching objects.		
<b>Strand</b>	Movement Concepts, Principles And Strategies		
<b>Sub strand</b>	Body Management		
<b>Teaching/ Learning Resources</b>	Pictures and Videos		
<b>Core Competencies:</b> Learners develop communication and critical thinking skills as speaking, listening, and acquisition of new concepts			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to play games, sing songs and recite rhymes to begin the lesson.	Guide learners to understand that the body parts that are not involved in catching the ball help to stabilize the body in absorbing the impact of the ball.	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.