SAMPLE LESSON NOTES-WEEK 9

BASIC TWO

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SCHEME OF LEARNING- WEEK 9

BASIC TWO

Name of School....

Week Endin	g					
Class		Two				
Subject	E	ENGLISH LANGUAGE				
Reference	E	nglish Language curriculum Page				
Learning Indicator(s)		B2.1.10.1.1. B2.2.9.1.1. B2.4.10.1.1. B2.5.10.1.1. B2.6.1.1.1				
Performanc	e Indicator A	Learners can speak with confidence befor	e different audience			
	B	. Learners can read texts/stories/passages v	vith good pace, accuracy and			
		expression				
		Learners can write about real or imagined	experiences or events using			
		the process approach				
	-	Learners can use phonics knowledge to sp	pell words with irregular			
	_	phonic letter pattern				
	=	Learners can read a variety of age and leve	el-appropriate books and texts			
Tooching/ L	payning Posaursos	from print and non-print Vord cards, sentence cards, letter cards and a cl	ass library			
	<u> </u>		•			
Core Comp	etencies: Reading and Writing	Skills Personal Development and Leadership and	Collaboration			
DAYS	PHASE I: STARTER 10 MIN	IS PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION			
DAIS	(Preparing The Brain For	(New Learning Including	10MINS			
	Learning)	Assessment)	(Learner And Teacher)			
Monday	Have learners recite familiar		Give learners task to			
ŕ	rhymes.	(Presentation)	complete while you go round			
		Put learners in pairs to share their	the class to support those			
	FIVE LITTLE DUCKS	holiday plans with each other.	who might need extra help.			
	Five little ducks went out or					
	day,	Have each person share his/her	Have learners to read and			
	Over the hills and far away,	friend's plans with the class.	spell some of the keywords			
	Mother duck said "Quack,		in the lesson			
	quack, quack"	Use probing questions to get				
But only 4 little ducks cam		learners give additional information:				
	back.	e.g. i. Where will be go first?				
Tuesday	Engage learners to sing song	ii. What will he be doing there? etc. B. READING	Give learners task to			
Tuesday	and recite familiar rhymes	(Fluency)	complete while you go round			
	and recite farillar rilyines	Model reading aloud with the focus	the class to support those			
	LITTLE TOMMY TITTLEMOUS		who might need extra help.			
	Little tommy tittle mouse	r r	J			
	Lived in a little house,	Have learners, in group/pairs, read	Have learners to read and			
	He caught fishes	short texts aloud with the	spell some of the keywords			
	In other men's ditches.	appropriate pace, accuracy and	in the lesson			
		expression.				
Wednesday	Engage learners to sing song		Give learners task to			
	and recite familiar rhymes	(Narrative Writing)	complete while you go round			
	MICC DOLLY LIAD A DOLLY	Ask learners simple questions on	the class to support those			
	MISS POLLY HAD A DOLLY Miss Polly had a dolly who is sign	their daily routines.	who might need extra help.			
	sick, sick		Have learners to read and			
	So she phoned for the doctor t	Let learners brainstorm and choose a topic for the day.	spell some of the keywords			
	come quick, quick, quick.	e.g. "A visit to the market" or "A	in the lesson			
	The doctor came with his bag	visit to the beach"				
	and his hat,					
	And knocked at the door with	Using questions, assist learners to				
	rat-a-tat-tat. He looked at the dolly and shown					
	his head.	experiences.				
	I .	<u> </u>	1			

	And said "Miss Polly put her	e. g. i. What is the name of the market?	
	straight to bed"	ii. Where is the market?	
	He wrote a paper for a pill, pill,	iii. What did you buy from the market?	
	pill.		
	I'll be back in the morning with	Let learners write a short paragraph	
	the bill, bill, bill.	and paste it on the notice board.	
Thursday	Have learners play games and	D. WRITING CONVENTIONS	Give learners task to
	recite familiar rhymes to begin	<u>& GRAMMAR USAGE</u>	complete while you go round
	the lesson	(Spelling)	the class to support those
		Have learners play the pick and spell	who might need extra help.
	Using questions and answers,	game to spell phonetically irregular	
	review their understanding of	words. e. g. the, face	Have learners to read and
	_		spell some of the keywords
	the previous lesson.	Have learners use these words in	in the lesson
		oral and written sentences.	in the lesson
F: Ja	Francisco de marita a	** W. W. = 111 110011 1001100110011	Call lagrangia to mag to tall
Friday	Engage learners to recite a	C. EXTENSIVE READING	Call learners in turns to tell
	few rhymes with actions		the whole class what they
		Use the Author's chair to introduce	read.
		the reading/ library time.	
	Have a variety of age		Let Learners draw parts of
	appropriate books for	Introduce narratives, pop-up and flip-	the story they read
	learners to make a choice	the-page texts to learners.	
	from.		
		Introduce e-books to learners, if available.	

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Week Endi	~					
Class		Two	FLIENA TIGO			
Subject			MATHEMATICS			
Reference			lathematics curriculum Page 39			
Learning In	` '	B2.3.				
Performan			ners can use arbitrary units and hour on the olete simple events.	clock to measure time to		
Strand		Geor	metry And Measurement			
Sub strand		Meas	urement- Length, Capacity, Mass And Time			
			r, rope, meter rule			
	oetencies: Problem Solving and Leadership Attention to		; Critical Thinking; Justification of Ideas; Collabo sion	rative Learning; Personal		
DAVC	DUACE L CTARTER //	, 1	BLIAGE 2 MAIN (OMING	DUACE 2 DEEL COTION		
DAYS	PHASE I: STARTER IO MINS (Preparing The Brain F		PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)		
	Learning)					
Monday	Mix up playing cards. Pu learners into groups of t		Let learners identify personal referents for minutes or hours.	Ask learners to tell you what they have learnt and what they will like to learn		
	Shuffle and place the car face down on the table.		Engage learners in activities to find out the time taken to do them. e.g. play the game of filling bottles with	in the next lesson		
	Player one flips over the top two cards. Player tw		water. Invite three learners to fill bottles	Give learners individual or		
	then have to add up the numbers		with water. The first to finish wins.	home task.		
			Learners record their own time to identify referents for minutes or hours.			
			e.g. it took me exactly 2 minutes to fill up that bottle.			
			Assessment: Engage learners in other activities to identify personal referents for minutes or hours			
			e.g. 10 minutes is about the time it takes to walk from my house to school.			
			3 hours is about the time it takes to clear a plot of land etc.			
Tuesday	Let learners close their eyes. While their eyes a		Brainstorm learners to identify activities that can or cannot be accomplished in	Ask learners to tell you what they have learnt and		
	closed, erase one or mo numbers.		minutes, hours, days, months and years.	what they will like to learn in the next lesson		
	Learners again open the eyes to find the missing	ir	Write out each point on the board for further discussion.			
	numbers. Let learners justify their		e.g. cooking Rice can take up to 10 minutes to finish.	Give learners individual or home task.		
	answers.		We can't build a Storey building in a day.			
			Assessment: In groups, let learners find			
			out activities that can or cannot be			
			accomplished in minutes, hours, days, months and years.			
			Encourage learners to write their findings in their workbooks.			
Wednesday	Engage leaners to sing th	ne	Display the stop clock or watches on the	Ask learners to tell you		
	song		table.	what they have learnt and		

Uses. Uses			Ask learner	rs to ident	ify and tell	their	what they will like to learn
We count (1,2,3,4,5 We count 6,7,8,9,10 We class three can count very well. We class three can count very well. We class three can count very well. Put learners into groups of four. Invite a member from each group to walk round the school building. Ask learners to time themselves, using watches or clock and tell how much time involved. ii. Walk to the nearest house to tell how much time involved. ii. Walk to the nearest house to tell how much time involved. ii. Walk to the nearest house to the school; iii. Walk to the nearest toilet; etc. Thursday Put leaners in two groups. Call out a number between I and 6. E.g. 3. Learners must call out the double (2x) of that number. In this case 6 is the answer. Try out more numbers. The group that answers more wins Try out more numbers. The group that answers more wins Share some few jokes with learners. You can two their jokes as well e.g. An American girl farts and says "Excuse me". Friday Share some few jokes with learners. You can two their jokes as well e.g. An American girl farts and you will hear "Ohh! beans wei koraa" Friday Share some few jokes with learners. You can two their jokes as well e.g. An American girl farts and you will hear "Ohh! beans wei koraa" Friday Share some few jokes with learners. You can two their jokes as well e.g. An American girl farts and you will hear "Ohh! beans wei koraa" Complete the table Sporting Start Finish How event long Answer: Henry used I hour and 45 minutes to write the exams. Complete the table Sporting Start Finish How event long Answer: Henry used I hour and 45 minutes to write the exams. Complete the table Sporting Start Finish How event long Answer: Henry used I hour and 45 minutes to write the exams. Complete the table Sporting Start Finish How event long Answer: Henry used I hour and 45 minutes to write the exams. Complete the table Sporting Start Finish How event long Answer: Henry used I hour and 45 minutes to write the exams. Complete the table Sporting Start Finish How event long Answe		WE CAN COUNT			•		in the next lesson
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a.m. a.m.				10.30	10.45		
			'				
Basket 2.00pm 3.50pm			Netball	9.00am	10.00am		
			Basket	2.00pm	3.50pm		
ball							
Football 3.30pm 5.00pm			Football	3.30pm	5.00pm		

Week End	ding			
Class		Two		
Subject		SCIE	NCE	
Reference)	Scienc	e curriculum Page 47	
Learning I	Indicator(s)	B2.5.3	.2.1	
Performa	nce Indicator	Know	the ways foods are processed for	consumption
Strand		Huma	ns and the Environment	
Sub stran	d	Scienc	e And Industry	
Teaching/	Learning Resources	Mobile	phones, laptops, toy cars etc.	
Core Con	npetencies: Problem Solving	skills; Cr	ritical Thinking; Justification of Ideas; C	ollaborative Learning; Personal
Developmen	t and Leadership Attention to F	Precision		-
DAYS	PHASE I: STARTER 10 M (Preparing The Brain For Learning)		PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Have learners play games	and	Let learners draw and display	Ask learners questions to
	recite familiar rhymes to be the lesson Using questions and answereview their understanding the previous lesson.	ers,	Ask learners to state why food must be processed before it is	review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.
	Have learners play games	and	consumed. In groups learners discuss ways	Ask learners to summarize

of processing foods for

whole class.

etc.

consumption. e.g., roasting, frying, and boiling, and

communicate their ideas to the

Present samples of raw food stuffs to learners and let them talk about how they can process

Emphasize on key processing

boiling, frying, baking, roasting

Assign learners to find out how

communities before the lesson.

methods such as washing,

foods are processed for

consumption in their

them for consumption.

what they have learnt.

Let learners say 5 words

they remember from the

Ask learners questions to

Give learners task to do

whiles you go round to

guide those who need help.

of the lessson.

review their understanding

lesson.

recite familiar rhymes to begin

Using questions and answers,

review their understanding of

Let learners act as teachers to

review the previous lesson.

Encourage learners to pose

questions for clarification

the previous lesson

the lesson

Week Ending	
Class	Two
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 36
Learning Indicator(s)	B2.5.2.1.1.
Performance Indicator	Learners can identify the left, right mouse buttons, use the mouse to
	perform single and double clicking
Strand	My Global Community
Sub strand	Introduction To Computing
Teaching/ Learning Resources	Pictures, Charts, Video Clips
Core Competencies: Communica	tion and Collaboration Critical Thinking and Problem Solving Cultural Identity and
Global Citizenship	

DAYS	PHASE I: STARTER 10 MINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
DAIS	(Preparing The Brain For	(New Learning Including	IOMINS
	Learning)	Assessment)	(Learner And Teacher)
	Have learners play games and	Guide learners to identify the	Ask learners questions to
	recite familiar rhymes to begin	parts of a mouse.	review their understanding
	the lesson	par so or a measur	of the lessson.
	Using questions and answers, review their understanding of the previous lesson.	SCROLL WHEEL / SCROLL BUTTON RIGHT SUTTON CABLE LEFT (MAIN) BUTTON	Give learners task to do whiles you go round to guide those who need help.
		Learners point out parts of the mouse and call out the name of the parts pointed.	
	Have learners play games and	Take learners through the use	Ask learners to summarize
	recite familiar rhymes to begin	of the mouse in computer	what they have learnt.
	the lesson	applications.	
			Let learners say 5 words
	Using questions and answers,	Learners to demonstrate in	they remember from the
	review their understanding of	groups how to use the mouse	lesson.
	the previous lesson	e.g. the left button can perform single and double clicks in a game exercise.	
	Let learners act as teachers to	Engage learners in activities that	Ask learners questions to
	review the previous lesson.	involve the use of the computer mouse.	review their understanding of the lessson.
	Encourage learners to pose		
	questions for clarification	Take learners through the types of mouse and how to identify them. That is; laser and mechanical mouse.	Give learners task to do whiles you go round to guide those who need help.

Week Ending	
Class	Two
Subject	RELIGIOUS & MORAL EDUCATION
Reference	RME curriculum Page
Learning Indicator(s)	B2. 4.2.1.1:
Performance Indicator	Learners can describe ways of promoting personal hygiene and safety
	in the community.
Strand	The Family and the Community
Sub strand	Personal Safety In The Community
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.
Core Competencies: Cultural Identit	v. Sharing Reconciliation, Togetherness, Unity Communication and Collaboration

Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy

DAYS	PHASE I: STARTER 10 MINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	(Preparing The Brain For	(New Learning Including	IOMINS
	Learning)	Assessment)	(Learner And Teacher)
	Let learners act as teachers to	Have learners mention things	Ask learners questions to
	review the previous lesson.	they need in promoting personal	review their understanding
		hygiene practices: water, soap,	of the lessson.
	Encourage learners to pose	tooth brush and tooth paste,	
	questions for clarification	nail cutter, etc.	Give learners task to do
			whiles you go round to
		Let learners talk about things	guide those who need help.
		they do to show personal	
		hygiene practices:	
		i. bathing twice a day,	
		ii. brushing of the teeth, at least,	
		twice daily,	
		iii. washing of clothes regularly, iv.	
		washing of hands regularly, etc.	

Week Er	nding			
Class		Two		
Subject		HIST	ORY	
Reference	e	Histor	y curriculum Page	
_	Indicator(s)	B2.3.2	2.1.1	
Performa	ance Indicator	Learn	ers can describe how early trade w	as carried out between
			nians and Europeans	
Strand			ountry Ghana	_
Sub strai			ational Trading Including Slave Trac	
Teaching	g/ Learning Resources	Wall	charts, word cards, posters, video c	lip, etc.
Core Co	mpetencies: The use of ev	idence to	appreciate the significance of histo	orical locations help learners
to become	e critical thinkers and digital	literates		
DAYS	PHASE I: STARTER 10		PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	(Preparing The Brain Fo	r	(New Learning Including	10MINS
	Learning) Engage learners to play go	amos	Assessment) Describe how early trade was	(Learner And Teacher) Ask learners questions to
	sing songs and recite rhy		carried out between Ghanaians	review their understanding
	begin the lesson.	illes to	and the Europeans.	of the lessson.
	Using questions and answ review learners on the pi lesson.		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.	Give learners task to do whiles you go round to guide those who need help.

those items.

wax prints.

Let learners act as teachers to review the previous lesson.

Encourage learners to pose

questions for clarification

Guide learners to use the

remained part of everyday

internet to identify countries

with the items they brought that

Ghanaian life. e.g. the Dutch and

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.

Week En	ding						
Class		Two	wo				
Subject		CRE	REATIVE ARTS				
Reference	Reference Cre		reative Arts curriculum Page				
Learning Indicator(s) B2.2		B2.2.	1.1				
	ance Indicator	Learr	ners can produce artworks found in other	er communities in Ghana.			
Strand		Visua	l Arts & Performing Arts				
Sub stran	nd	Think	king and Exploring Ideas (School based	project)			
Teaching	/ Learning Resources		os, videos, art paper, colors and traditional and community	rt tools, other materials available			
Core Cor	mpetencies: Decision Making	g Creativ	vity, Innovation Communication Collaboration	on Digital Literacy			
DAYS	PHASE I: STARTER 10 (Preparing The Brain Fo Learning)		PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)			
	Learners to sing songs an	d play	In our last visual arts lesson, we	Use questions to review			
	games to get them ready the lesson		learnt how to make clay pot using materials in the local community.	their understanding of the lesson			
	Show pictures of visual artworks to learners for to observe and talk about		Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make clay pot.	Ask learners to summarize what they have learnt			
			Demonstrate and guide learners to make a simple clay pot. Allow learners to practice in groups following the steps provided				
			Learners to discuss and compare their artworks to the artworks studied.				
	Review learners understa in the previous lesson usi questions and answers		In our last performing arts lesson, we learnt how to create our own dance moves.	Use questions to review their understanding of the lesson			
	Engage learners to play games and sing songs to begin the lesson.		Guide learners to pick a piece of music for the dance. e.g. a circular music, gospel music, etc.	Ask learners to summarize what they have learnt			
			Guide learners to determine the style and plan the dance. 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				

		ı					
Week End	ling						
Class		Two					
Subject			GHANAIAN LANGUAGE				
Reference			Ghanaian Language curriculum Page 85				
	Learning Indicator(s)		.1.1-3				
	nce Indicator		ers can recognize and use nouns in s	simple sentences.			
Strand			ng Conventions/ Usage				
Sub stranc	d		of Simple & Compound Sentences				
Teaching/	Learning Resources	Word	cards, sentence cards, letter cards, hand	dwriting on a manila card			
Core Com	petencies: Creativity and in	novation	, Communication and collaboration, Cr	itical thinking			
DAYS	PHASE I: STARTER 10 N (Preparing The Brain For Learning)		PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)			
	Put learners into groups.		Let learners mention names of	Ask learners questions to			
	Have learners fine words f	•	places and people they know.	review their understanding of the lessson.			
	each of the alphabets lette the topic.	rs on	Write simple sentences on flashcards.	Give learners task to do whiles you go round to			
	The group with the most wins.	words	Let learners read the sentences on the flashcard. Discuss the	guide those who need help.			
			various parts of the sentence with learners.				
			Show learners the structure of simple sentences on a card.				
			Lead learners through discussions to recognize the structure of a simple sentence.				
	Have learners play games a recite familiar rhymes to b the lesson	and egin	Let learners mention names of people and places they know.	Ask learners to summarize what they have learnt.			
	Using questions and answereview their understanding the previous lesson		Write simple sentences on flashcards and lead learners to read the sentences.	Let learners say 5 words they remember from the lesson.			
			Let learners read the sentences as a group. Call learners to read				
			the sentences individually.				
			Assist learners to recognize nouns in simple sentences.				
	Engage learners to sing sor and recite rhymes "Itsy Bitsy Spider"		Revise the lesson on nouns with learners.	Ask learners to summarize what they have learnt.			
	The itsy bitsy spider crawl the water spout. Down came the rain, and washed the spider out.	ed up	Write simple sentences on flashcards and call learners to read the sentences.	Let learners say 5 words they remember from the lesson.			
	Out came the sun, and dri all the rain and the itsy bits spider went up the spout a	sy	Let learners recognize the nouns in the sentence.				
			Let learners use the nouns to form simple sentences.				

Week En	nding								
Class		Two							
Subject Reference Learning Indicator(s) Performance Indicator Strand Sub strand		PHYSICAL EDUCATION PE curriculum Page B2.4.1.4.2: Mention the components of physical fitness. Physical Fitness Concepts, Principles And Strategies Body Composition							
					Teaching/ Learning Resources		Pictures and Videos		
								on, Communication and collaboration, Crit	tical thinking
								,	0
					DAYS	PHASE I: STARTER 10 /	MINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
					-	(Preparing The Brain For		(New Learning Including	IOMINS
	Learning)		Assessment)	(Learner And Teacher)					
	Let learners act as teachers to		Learners identify the five major	Ask learners to summarize					
	review the previous lesson.		components of physical fitness as	what they have learnt.					
	·		i. cardiovascular	,					
	Encourage learners to pose		ii. muscular strength	Let learners say 5 words					
	questions for clarification		iii. muscular endurance	they remember from the					
	4		iv. flexibility	lesson.					
			v. body composition	10000111					
			1. STRENGTH/POWER 2. MUSCULAR ENDURANCE THE 5 COMPONENTS OF FITNESS 3. CARDONASCULAR ENDURANCE 4. MOBILITY 5. BODY COMPOSITION						

Give it to them as project and discuss it in class.