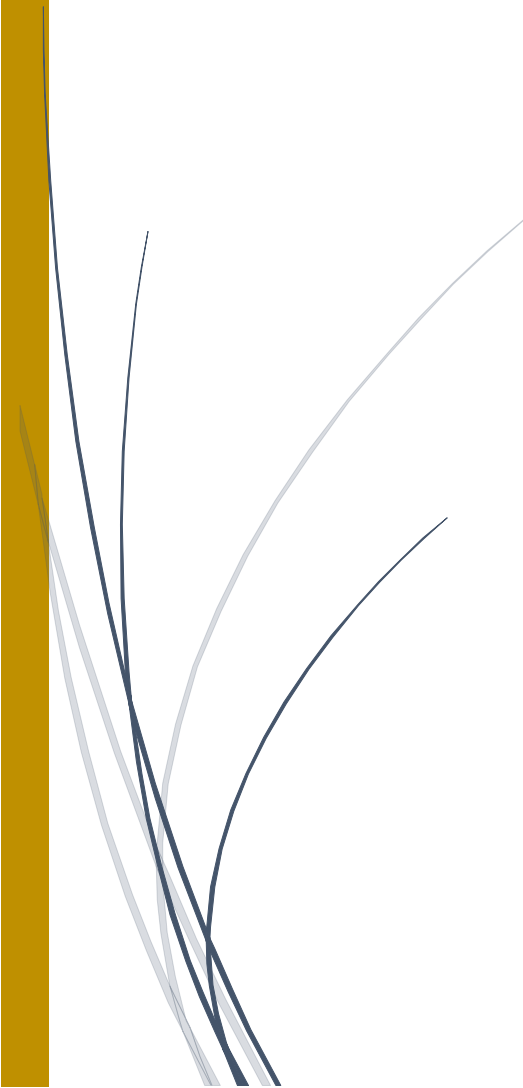


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SAMPLE LESSON NOTES-WEEK 8
BASIC TWO

Several thin, dark green lines curve upwards from the bottom left corner, resembling blades of grass.

Fayol Inc.
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SCHEME OF LEARNING- WEEK 8

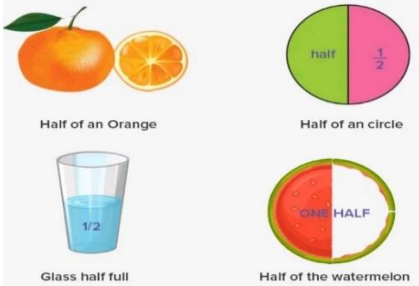
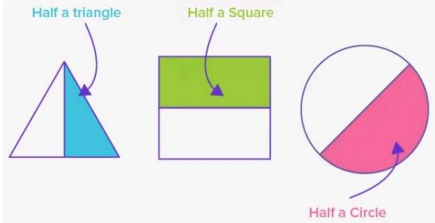
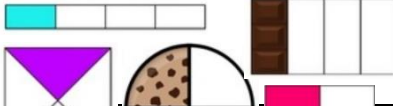
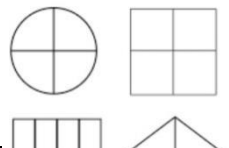
BASIC TWO

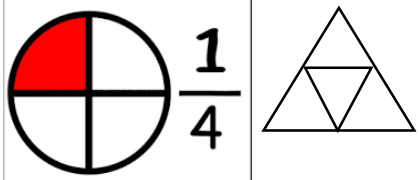
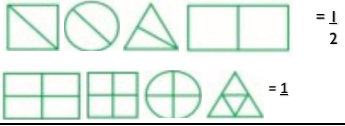
Name of School.....

Week Ending			
Class	Two		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	B2.1.7.1.1. B2.2.7.1.2. B2.4.7.1.2. B2.5.7.1.2. B2.6.1.1.1		
Performance Indicator	<p>A. Learners can listen to and interact actively with drama</p> <p>B. Learners can ask and answer factual and inferential questions about level appropriate texts</p> <p>C. Learners can match parts of sentences to compose meaningful texts</p> <p>D. Learners can use prepositions to form simple sentences to indicate position and time</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 familiar rhymes</p> <p><u>LITTLE POLLY FLINDERS</u> Little Polly flinders Sat among the cinders Warming her pretty little toes! Her mother came and caught her, And whipped her little daughter, For spoiling her nice new clothes.</p>	<p>A. ORAL LANGUAGE (Listening Comprehension Pg.43)</p> <p>Activate the previous knowledge of the learners by making them think pair and share with their friends.</p> <p>Discuss illustrations accompanying the text.</p> <p>Have them predict the content of the text. Teach key vocabulary.</p> <p>Read the text aloud to learners. Pause often and have learners talk about the content of the text and answer simple questions based on the text.</p> <p>Have learners retell the story. Let learners role-play the story.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>ONE POTATO TWO POTATOES</u> One potato, two potatoes, three potatoes ,four! Five potatoes, six potatoes, seven potatoes , more! Eight potatoes nine potatoes ten potatoes, all</p>	<p>D. READING (Vocabulary Pg. 52)</p> <p>Have learners read level-appropriate texts in pairs.</p> <p>Guide learners to ask and answer simple inferential questions on the texts</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>

<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>HEAD SHOULDERS KNEES AND TOES</u> Head shoulders knees and toes, Knees and toes Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes.</p>	<p>C. WRITING <i>(Writing simple words)</i></p> <p>Let learners talk about the topic (My House) by using descriptive words in sentences.</p> <p>Write the sentences on the board. e.g. i. My house is big. ii. The walls are blue. iii. The house has many windows. iv. The windows are big. v. The doors and windows are blue.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>THERE WAS A JOLLY MILLER ONCE</u> There was a jolly miller once Lived on the river Dee He worked and sang from morn till night, No lark as blithe as he, And this the burden of his song Forever used to be, I care for nobody, no not I, And nobody cares for me.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE <i>(using prepositions Pg.66)</i></p> <p>Provide a short passage containing prepositions that indicate position and time.</p> <p>Let learners identify the prepositions. e. g. i. Esi sat on a chair in the room. ii. The other pupils stood on the veranda. iii. The teacher went to the classroom at night.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
<p>Friday</p>	<p>Have a variety of age and level-appropriate books for learners to make a choice.</p> <p>Guide learners to select books.</p>	<p>C. EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p> <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p>	<p>Call learners in turns to tell the whole class what they read.</p> <p>Let Learners draw parts of the story they read</p>



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)
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.</p> <p>Learners are to identify numbers based on tally marks, frames, dice, fingers etc.</p> <p>The first child shouts and mention the number on</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>Half of an Orange Half of an circle</p> <p>Glass half full Half of the watermelon</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>Half a triangle Half a Square Half a Circle</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> 


<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> <div style="text-align: center;">  </div> <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> <div style="text-align: center;">  </div>	<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 38		
Learning Indicator(s)	B2.1.2.3.1		
Performance Indicator	Describe a solid–solid mixture and explain how to separate the components		
Strand	Diversity of Matter		
Sub strand	Materials		
Teaching/ Learning Resources	sand, gari, saw dust, chalk, charcoal and cowpea		
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>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>Revise with learners on solid-solid mixtures.</p> <p>Assist learners to understand that when they mix two or more things together, they form a mixture and that no new thing forms even though the starting and ending substances may look different from each other.</p> <p>Learners combine two materials at a time and observe what happens.</p> <p>Learners talk about the mixtures they have formed.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Learners explore ways of separating the components of the solids-solid mixtures they have prepared</p> <p>Provide more solid materials for learners to do more group activities</p> <p>Relate the lesson to everyday life. For example, separation of a mixture of groundnut and sand, sand and stone, and maize and chaff, roasted groundnut and its husks</p> <p>Assessment: Learners to separate some common solid-solid mixtures such as sand and stone, iron nails and sand, gari and groundnut.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

Week Ending			
Class	Two		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 21		
Learning Indicator(s)	B2.1.4.1.1.		
Performance Indicator	Explain the need for obeying rules in the home and school		
Strand	All About Us		
Sub strand	Home & School		
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 familiar rhymes MINGLE MINGLE •Mingle mingle – mingle 2x Two mingle (2 come together) •Mingle mingle – mingle 2x Three mingle (3 come together) •Mingle mingle – mingle 2x four mingle (4 come together)	Invite learners in turns to talk about some of the rules observed in their homes and schools Have learners to relate to some of the rules in the home and school Learners work in groups to talk about rules in the home, school and community.	What have we learnt today? The need for obeying rules in the home and school Learners to summarize the important points in the lesson
	Engage learners to sing songs and recite familiar rhymes JOHNNY JOHNNY Johnny, Johnny, yes papa Eating sugar, yes papa Telling lies, no papa Open your mouth ha! Ha! Ha!	Revise with learners on the previous lesson through questions and answers Share roles and have Learners role play scenarios on obeying rules in the home, school and community. Learners compose rhymes on obeying rules in the home and school.	What have we learnt today? The need for obeying rules in the home and school Learners to summarize the important points in the lesson

Week Ending			
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 8		
Learning Indicator(s)	B2. 1.2.1.2:		
Performance Indicator	Learners can demonstrate human activities that destroy God's creation or the environment		
Strand	God's creation and Attributes		
Sub strand	The Environment		
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>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>Let learners draw and color various aspects of the environment:</p> <ul style="list-style-type: none"> - safe environment  <ul style="list-style-type: none"> - unsafe environment, etc.  <p>Let learners talk about the desired environment.</p> <p>Group learners to record data on human activities that destroy the environment and present to class for discussion.</p>	<p>What have we learnt today?</p> <p>Effects of human activities on the environment.</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p>

Week Ending	
Class	Two
Subject	HISTORY
Reference	History curriculum Page 10
Learning Indicator(s)	B2.2.1.1.1
Performance Indicator	Identify the ethnic groups in each region in Ghana
Strand	My Country Ghana
Sub strand	The People of Ghana
Teaching/ Learning Resources	A map of Ghana tracing the migration route of the ethnic groups
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>Share some few jokes with learners. You can two their jokes as well e.g. An American girl farts and says “Excuse me”.</p> <p>A Ghanaian girl farts and you will hear “Ohh! beans wei koraa”</p>	<p>Engage learners to sing songs in relation to the lesson.</p> <p>Paste the regional chart on the board and let learners identify the regions in Ghana.</p> <p>Employ a Ghana map to aid learners identify the regions and their capitals in Ghana.</p>  <p>Form a rhyme or song with the regions and let them recite.</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>

Week Ending			
Class	Two		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B2.2.4.6.1 B2.2.4.7.1		
Performance Indicator	Learners agree on guidelines for viewing performing artworks and expressing own feelings		
Strand	Performing Arts		
Sub strand	Appreciating and Appraising (Performing Arts)		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
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)
	<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>

Week Ending			
Class	Two		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 77		
Learning Indicator(s)	B2.3.1.1.1-4		
Performance Indicator	Copy simple sentences clearly and boldly.		
Strand	Writing		
Sub strand	Penmanship & Handwriting		
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>Have learners to sing songs and recite familiar rhymes they know.</p> <p><u>ALPHABET</u> Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M ,N,O,P,Q,R,S,T,U,V,W,X,Y,Z.</p>	<p>Write the letters of the alphabet boldly on the board.</p> <p>Lead learners to say the letters of the alphabet aloud.</p> <p>Call learners individually to say the letters of the alphabet aloud.</p> <p>Assist learners to write letters boldly and clearly.</p>	<p>Use 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>Engage learners to play the “Find your word” game Choose 5-6 letters that the learners know and make 5-10 cards with each sound on. Give each child a card and ask them to remember the sounds and hide it. They walk around the classroom making that sound and find other children saying the same sound. They form groups of the same sound and make four words beginning with that sound.</p>	<p>Lead learners to say the letters of the alphabet aloud.</p> <p>Call learners individually to say the letters of the alphabet aloud.</p> <p>Write short words boldly on the board.</p> <p>Lead learners to mention the words aloud. Call learners individually to mention the words.</p> <p>Assist learners to write the words boldly and clearly.</p>	<p>Use 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>Have learners to sing songs and recite familiar rhymes they know.</p> <p><u>ALPHABET</u> Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M ,N,O,P,Q,R,S,T,U,V,W,X,Y,Z.</p>	<p>Write simple sentences boldly on the board.</p> <p>Lead learners to read the sentences.</p> <p>Assist learners to write the sentences boldly and clearly</p>	<p>Use 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>

Week Ending			
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	Physical Education curriculum Page 23		
Learning Indicator(s)	B2.2.2.2		
Performance Indicator	Learners can distinguish between 'a hop and a jump'.		
Strand	Movement Concepts, Principles And Strategies		
Sub strand	Dynamics		
Teaching/ Learning Resources	Videos and pictures		
Core Competencies: Personal and Communication Skills As Speaking, Listening			
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)
	Have learners to sing songs and recite familiar rhymes in relation to the lesson	<p>Demonstrate the pair of movements and ask learners to distinguish them by their names.</p> <p>Hopping involves taking off on one foot and land on the same foot. Jumping also involves taking off with both feet and land on both feet.</p> <p>Galloping involves moving one leg leading and the other is rapidly brought forward to it whiles sliding is one count movement to the side.</p> <p>Have learners to perform the movements in turns and groups.</p> <p>Help those who finds it difficult and help them</p>	<p>Review the lesson with learners</p> <p>Call out learners to summarize the main points of the lesson</p> <p>Take learners through cool down to end the lesson</p>