

A thick dark green vertical bar runs down the left side of the page. A light green arrow points to the right, overlapping the bar.

SAMPLE LESSON NOTES-WEEK 9

BASIC TWO

SCHEME OF LEARNING- WEEK 9

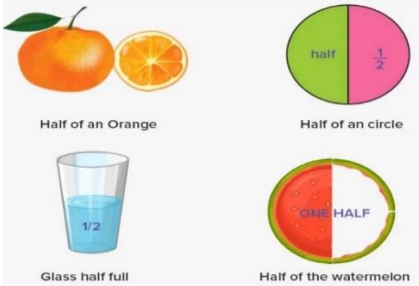
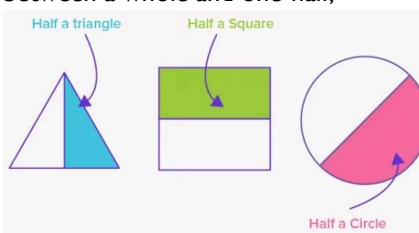
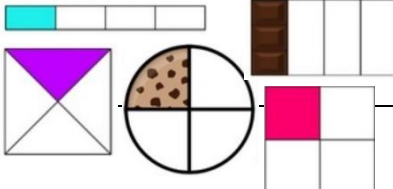
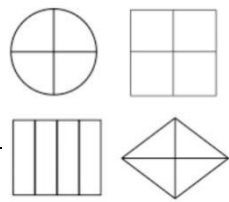
BASIC TWO


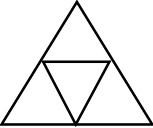





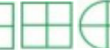

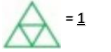
Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum	
Learning Indicator(s)		B2.1.8.1.1 B2.2.7.1.2. B2.4.8.1.1 B2.5.9.1.1. B2.6.1.1.1	
Performance Indicator		A. Learners can ask and answer factual and inferential questions about level appropriate texts. B. Learners can use appropriate pronunciation and intonation in asking and answering wh – questions C. Learners can develop two coherent paragraphs on one idea or concepts using leading questions D. Learners can identify the structure of simple sentences E. Learners can read a variety of age and level-appropriate books and texts from print and non-print	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to play some phonic games. Example: Write or print vocabulary words on cards with numbers on them. Paste these cards randomly on the classroom wall. Put learners in groups and ask them to make a list of the words. The group with the most words wins.	A. <u>ORAL LANGUAGE</u> (Asking and Answering Questions) Revise Yes/No questions and have learners answer some such question Ask Wh questions and have learners answer them. Ask them to say what is common to all the questions introduced by Wh words (what? when? why? how?). e.g. Why did you eat her food? Guide learners to use appropriate pronunciation and intonation in asking and answering simple Wh – questions in pairs. One asks a Wh question and the other answers. They then reverse roles. Let learners write out simple Wh – questions on their own.	Have learners to use new words learnt in conversation. Give learners task to answer Wh-questions in their workbooks. If possible, mark learners work and give them feedback where necessary.
Tuesday	Engage learners to play “Get Out Of The Wagon” game. Three words are placed in a wagon/table. Example:	D. <u>READING</u> (Vocabulary Pg. 52) Have a variety of age appropriate books for learners to make a choice from.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.

	<div>cake</div> <div>rake</div> <div>king</div> <p>The child determines which word doesn't rhymes and tells it to 'get out of the wagon'</p>	<p>Learners to read level appropriate texts independently, with minimal support from peers or teacher.</p> <p>Encourage them to ask and answer factual and inferential questions about the texts to enhance comprehension.</p> <p>Provide feedback to learners where necessary.</p>	<p>Have learners to read and spell the key words on the board</p>
Wednesday	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Round and Round the Garden</u></p> <p>Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.</p>	<p><u>C.WRITING</u> (<i>Guided Composition</i>)</p> <p>Write selected topics on the board, e.g. "Myself".</p> <p>Teacher and learners brainstorm to generate ideas about the topic.</p> <p>Put learners in groups and ask leading questions to guide them develop the ideas generated into one or two paragraphs.</p>	<p>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>
Thursday	<p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc.</p>	<p><u>D.WRITING CONVENTIONS & GRAMMAR USAGE</u> (<i>Using Simple Sentences. Page 67</i>)</p> <p>Use context to help learners identify the structure of simple sentences. Yaw came. (Name) + (Doing word) Musa ate.</p> <p>Let learners construct simple sentences verbally.</p> <p>Write simple sentences on the board for learners determine its component. Example: Joe waited for the train. "Joe"= subject "waited"=verb</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>
Friday	<p>Have a variety of age and level-appropriate books for learners to make a choice.</p> <p>Guide learners to select books.</p>	<p><u>C.EXTENSIVE READING</u></p> <p>Use the Author's chair to introduce the reading/ library time.</p> <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p>	<p>Call learners in turns to tell the whole class what they read.</p> <p>Let Learners draw parts of the story they read</p>

Week Ending	
Class	Two
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 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>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></p> <p>We class two</p> <p>We can count</p> <p>We count 1,2,3,4,5</p> <p>We count 6,7,8,9,10</p> <p>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> 

Thursday	<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="display: flex; align-items: center; justify-content: center;">  <div style="margin: 0 10px;"> $\frac{1}{4}$ </div>  </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>
Friday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u></p> <p>We class two</p> <p>We can count</p> <p>We count 1,2,3,4,5</p> <p>We count 6,7,8,9,10</p> <p>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="display: flex; align-items: center; justify-content: center;">     <div style="margin-left: 10px;"> $= \frac{1}{2}$ </div> </div> <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;">     <div style="margin-left: 10px;"> $= 1$ </div> </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 39	
Learning Indicator(s)		B2.2.1.1.1	
Performance Indicator		Recognize the importance of some cyclic natural phenomena such as dry and wet seasons	
Strand		Cycles	
Sub strand		Earth Science	
Teaching/ Learning Resources			
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>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Lead learners through poems, rhymes, games and discussions to introduce another cyclic event – wet and dry seasons. <i>The dry season is a period of low rainfall</i></p> <p>Learners discuss what they like and don't like about the dry season.</p> <p>Some advantages of dry season are;</p> <ul style="list-style-type: none">• <i>It helps our foods to stay longer without getting spoilt even if it's not refrigerated or warmed</i>• <i>It aids in drying our clothes minutes after washing them etc.</i>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Have learners to talk about what they like and dislike about the wet season. The wet season is also called rainy season. <i>This is the time of the year when most of a region's annual rainfall occurs</i></p> <p>Some importance of wet season are; <i>Air quality improves, fresh water quality improves, and vegetation grows substantially, leading to crop yields late in the season, etc.</i></p> <p>Assess learners by asking them to draw and make posters on the dry and wet seasons and color some human activities that take place during these times.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Lead learners to think critically to identify problems related to wet or dry seasons and how such problems can be solved, e.g. how do people get water during dry season?</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>





	Engage learners to play games and sing songs to begin the lesson.	How do people dry their clothes during wet season? What can be done to solve the problem of school compounds getting muddy during the wet season?	Learners to read and spell the key words on the board.
--	---	--	--

Week Ending			
Class		Two	
Subject		OUR WORLD OUR PEOPLE	
Reference		OWOP curriculum Page 22	
Learning Indicator(s)		B2.2.1.1.1	
Performance Indicator		Describe ways of making the environment clean and safe	
Strand		All Around Us	
Sub strand		The Environment and the Weather	
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)
	Have learners to sing songs and recite rhymes relating to the lesson	Take a nature walk of the school environment and observe things in the environment, Man-made and natural: <i>water, trees, stones, animals, buildings, cars, tables, chairs, etc.</i> Learners talk about things they can do to make the environment clean and safe <i>E.g. planting trees, proper waste disposal, avoid bush burning, avoid defecating in water bodies, legal mining.</i>	What have we learnt today? Ways of making the environment clean and safe Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently
	Group learners into three (3), appoint a leader from each group to act as the teacher. Ask them to summarize what was covered in the previous lesson.	Learners identify ways of protecting land, <i>E.g. do not throw polythene bags, water sachet, and empty cans on the land.</i> Learners draw and color a clean environment. Assessment: identify and share roles to learners and have them role play ways of protecting the land.	What have we learnt today? Ways of making the environment clean and safe Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently
	Put students into groups of three 3 and number them 1-3. Put three number statements up to the white board and ask students to explain the corresponding statements to their group. The group who explains well wins.	Learners draw people who keep our communities safe <i>E.g. the police, fire service personnel.</i> Learners demonstrate safe practices in the community, <i>E.g. sweeping school compound, picking litter.</i> Learners present their drawings to the class for appraising.	What have we learnt today? Ways of making the environment clean and safe Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently

Week Ending			
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 8		
Learning Indicator(s)	B2.1.3.1.1:		
Performance Indicator	Explain the purpose of God's creation.		
Strand	God's creation and Attributes		
Sub strand	Purpose of God's Creation		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication 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)
	Have learners to listen to stories about God and creation. Learners to watch pictures and videos about creation. Have learners to talk about the videos/pictures and tell the part that interest them most.	Group learners to discuss the usefulness of plants and animals to humankind. Let learners identify the uses of animals and plants. Assessment: Let learners draw and color useful plants and animals.	What have we learnt today? Ask learners to summarize the main points of the lesson. Give learners task to match pictures of plants and animals to their uses


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 Page32 & 36	
Learning Indicator(s)		B2 1.1.1.1	
Performance Indicator		Explore own experiences to talk about visual artworks that reflect the history and culture of people in other Ghanaian communities B2 2.1.1.1Explore own experiences to talk about performing artworks that reflect the history and culture of people in other communities in Ghana	
Strand		Visual Arts & Performing Arts	
Sub strand		Thinking and Exploring Ideas School based project(Visual Arts & performing Arts	
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)
	Learners to sing songs and play games to get them ready for the lesson Show pictures of visual artworks to learners for them to observe and talk about them	Let learners study the history and culture of people from Ghana. Example: symbols of authority Learners to talk about the significance of symbols of authority in our history and culture. <i>Symbols are mark, sign, or word that indicates an idea or object.</i> <i>Symbols of authority comes in many forms. Such as crowns, maces, coats of arms, seals, flag, etc.</i> Learners to draw, color and make posters of some of the symbols of authority.  	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Engage learners to identify other symbols of authority used in different fields in the country. Judiciary and legislature   Have learners to draw more concepts and ideas from artworks studied. Organize collection of samples to create a 'history learning corner' in the classroom; history and culture of the people studied..	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending			
Class		Two	
Subject		GHANAIAI LANGUAGE	
Reference		Ghanaian Language curriculum Page 80	
Learning Indicator(s)		B2.5.1.1.1-3	
Performance Indicator		Write proper nouns with capital letters.	
Strand		Writing Conventions	
Sub strand		Integrating Grammar in Written Language (Capitalization)	
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>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Let learners say the letters of the alphabet as a group.</p> <p>Call individual learners to say the letters of the alphabet.</p> <p>Write names of persons and places on manila card in capital letters.</p> <p>Lead learners to read the names and discuss the names with them.</p> <p>Call learners to read the names on their own. Let learners use capital letters to write the proper nouns.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Write words on th board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson</p>	<p>Revise the lesson on the letters of the alphabet with learners.</p> <p>Write simple sentences on the board and ask learners to recognize the first letter in every sentence.</p> <p>Lead learners to read the simple sentences aloud. Call individual learners to read the sentences.</p> <p>Let learners write the sentences making sure that each sentence is started with a capital letter.</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>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Revise the lesson on the letters of the alphabet with learners.</p> <p>Write simple sentences on the board and ask learners to recognize the first letter in each sentence.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

		<p>Lead learners to read the simple sentences aloud. Call individual learners to read the sentences.</p> <p>Let learners write the sentences making sure that each sentence is dotted at the end, and another started with a capital letter</p>	
--	--	---	--

Week Ending			
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page 25	
Learning Indicator(s)		B2.3.2.3.2:	
Performance Indicator		Perform four continuous abdominal curls.	
Strand		Physical Fitness	
Sub strand		Aerobic capacity	
Teaching/ Learning Resources		Drums, laptop, speakers	
Core Competencies: Learners develop personal skills such as perseverance, muscular strength, muscular, etc.			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Take learners through general and specific warm ups	<p>After warm-ups, learners to lie on the back with fit flat, knees bent and arms on the floor by side with palms down.</p>  <p>Lift the head and shoulders forward with hand support and back to the floor on two counts rhythm.</p> <p>Learners perform the above activities and record their base performance.</p> <p>Give their performance targets and encourage them to work towards them for maintenance and improvement of abdominal muscular strength.</p> <p>This is a test for learners’ abdominal muscular strength. Keep records of their performance</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>