



SAMPLE LESSON NOTES-WEEK I
BASIC TWO

Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

SCHEME OF LEARNING- WEEK I

BASIC TWO

Name of School.....

Week Ending						
Class	Two					
Subject	ENGLISH LANGUAGE					
Reference	English Language curriculum Page					
Learning Indicator(s)	B2.1.1.1.1. B2.2.2.1.1. B2.4.2.1.1. B2.5.1.1.1. B2.6.1.1.1					
Performance Indicator	<p>A. Learners can interpret familiar songs</p> <p>B. Learners can blend syllables to produce words</p> <p>C. Learners can copy sentences clearly</p> <p>D. Learners can use capital letter to write names of particular places and days of the week</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>Led learners to recite a few rhymes</p> <p>Jack and Jill Jack and Jill went up the hill To fetch a pail of water Jack fell down and broke his crown And Jill came tumbling after</p>	<p>A. ORAL LANGUAGE (Songs Pg.39)</p> <p>Identify some familiar songs from learners' locality.</p> <p>Teach the songs with themes from their locality.</p> <p>Discuss the moral values of the songs.</p> <p>Let learners sing songs using gestures appropriately.</p> <p>Have learners interpret the songs in their own words.</p>	<p>Ask learners to mention the names of their favorite characters in the story and why?</p> <p>Have learners to read and spell the key words on the board</p>			
Tuesday	<p>Engage learners to play "Get Out Of The Wagon" game.</p> <p>Three words are placed in a wagon/table. Example:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>cake</td> <td>rake</td> <td>king</td> </tr> </table> <p>The child determines which word doesn't rhymes and tells it to 'get out of the wagon'</p>	cake	rake	king	<p>B. READING (Phonics)</p> <p>Introduce the lesson with a recital that links the letters of the alphabet.</p> <p>Have learners work in pairs, groups or individually to blend syllables to form meaningful words.</p> <p>Use word families as a guide to help build on the words.</p>	<p>Ask learners to mention the names of their favorite characters in the story and why?</p> <p>Have learners to read and spell the key words on the board</p>
cake	rake	king				

<p>Wednesday</p>	<p>Take learners through the creeping activities for them to exercise their wrists</p> <p>Learners to crawl under chairs, through a tunnel or on the field</p> <p>NB: crawling should be done in a clean environment</p>	<p>C. <u>WRITING</u> (Penmanship)</p> <p>Demonstrate copying (sentences) on the board.</p> <p>Let learners practice writing legibly and correctly on the board or into their books.</p> <p>Have learners copy sentences from a book into their books.</p> <p>Draw attention to inter and intra word spacing and alignment of letters, as well as clarity or writing.</p>	<p>Ask learners to mention the names of their favorite characters in the story and why?</p> <p>Have learners to read and spell the key words on the board</p>
<p>Thursday</p>	<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>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Capitalization Pg.64)</p> <p>Provide a sample text and have learners identify names of particular places and days of the week.</p> <p>Have them compare the initial letters of these names and other common names and share their observations with the class.</p> <p>Give learners a text with names of particular places and days of the week, beginning with small letters.</p> <p>Let learners rewrite the text, beginning the names of particular places and days of the week, with capital letters.</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. <u>EXTENSIVE READING</u></p> <p>Use the Author's chair to introduce the reading/ library time.</p> <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p>	<p>Call learners in turns to tell the whole class what they read.</p> <p>Let Learners draw parts of the story they read</p>

Week Ending			
Class		Two	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B2.1.1.1.1	
Performance Indicator		Learners can use number names ,counting sequences and how to count to find out how many	
Strand		Number	
Sub strand		Counting, Representation & Cardinality	
Teaching/ Learning Resources		Counters patterns made from manila 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	Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.	Have learners to Skip count forwards and backwards to and from 1000 respectively by 2s, 5s and 10s, starting at 0 or at multiples of 2, 5, 10, 50 and 100 Have learners to play the odd one out game. Display number cards on the teachers table in front of the class. Arrange and mix up number cards. Call out learners to pick numbers which are odd. Play game in groups to create competition	What have we learnt today? Counting sequence Give learners task to count numbers in sequence that is by 1s and 2s
Tuesday	Have learners to write number patterns in the air. Bring handy objects to class, call learners to count them. Now use the “how many” to ask pupils about what they counted Sing songs like: We class one We can count etc.	Have learners to Count to answer “how many?” questions about as many as 100 objects arranged in a line, a grid or a circle; Show that the count of a group of up to 100 objects does not change regardless of the order in which the objects are counted or the arrangement of the objects	Have learners to count how many books , desks, tables ,pencils, crayons, blackboard, rulers, sharpeners, erasers etc. in the classroom
Wednesday	Play show me a number game with learners (up to 10), with fingers.	Have learners to Estimate the number of objects in a small group (up to 100) and describe the estimation strategy used;	What have we learnt today? Estimation

	<p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.</p> <p>Show learners a chalk box full of chalks. Ask learners to guess the number of chalks and hence introduce the lesson</p>	<p>Select an appropriate estimate among all those given for a group of up to 100 objects and justify the choice Represent the number of objects in a group with a written numeral 0 to 100. Use ordinal numbers to describe the position of objects up to 10th place</p>	<p>Have learners to estimate the number of objects in a small group</p>									
Thursday	<p>Engage learners in the game.</p> <p>Clap that number (up to 10).</p> <p>Have learners count in unison as they clap the number.</p>	<p>Display a number chart with numbers multiples of say 4 between 0 and 100 and have learners identify numbers in different positions around a given number.</p> <p>Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table border="1" data-bbox="737 793 1084 890"> <tr> <td>4</td> <td>8</td> <td>7</td> </tr> <tr> <td>16</td> <td>18</td> <td>11</td> </tr> <tr> <td>28</td> <td>44</td> <td>69</td> </tr> </table>	4	8	7	16	18	11	28	44	69	<p>Give learners task to identify numbers in different positions around a chosen number using number grid</p>
4	8	7										
16	18	11										
28	44	69										

Week Ending	
Class	Two
Subject	SCIENCE
Reference	Science curriculum Page
Learning Indicator(s)	B2.1.1.1.1
Performance Indicator	Learners to know the basic structure of plants (roots, stem, leaves, flowers)
Strand	Diversity of Matter
Sub strand	Living And Non Living Things
Teaching/ Learning Resources	Pictures of Plants and animals in the environment , plastics videos paper, metal woods pencil
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)
	Paste a drawing of a structure of tree on the board for learners to explore	Observe pictures or watch a video on different plants Working in groups, learners uproot young plants from school surroundings with the assistance of the teacher and bring them to class Learners examine the plants in groups to identify the basic parts (roots, stem, leaves and flowers)	What have we learnt today? The structure of trees Have learners to summarize the important points of the lesson Give learners task to draw a tree and show its roots, stem, leaves and flowers
	Have learners write on a sheet of paper the following The parts of a tree To draw a tree and color it	Learners describe the basic physical features of plants (roots, stem and leaves and flowers) Teacher asks learners some questions: 1) which part of the plant is hidden in the soil? 2) Which part of the plant was seen above the soil? Learners sing songs, rhymes and poems relating to the topic	What have we learnt today? The physical features of trees Have learners to summarize the important points of the lesson Give learners task to draw a tree and show its roots, stem, leaves and flowers
	Tell and explain to learners the adage “if the last tree dies, the last man dies”	Learners sing songs, rhymes and poems relating to the topic Teacher asks learners: what will happen if there are no plants in their community. Learners draw and label a plant	What have learnt today? The importance of trees Have learners to summarize the important points of the lesson Have learners to discuss some uses of plants

Week Ending			
Class	Two		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B2.1.1.1.1		
Performance Indicator	Learners can the attributes of god that reveal his nature the sustainer of life		
Strand	All About Us		
Sub strand	Nature of God		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Tell learners stories about Gods creation.	In groups, learners mention the attributes of God as sustainer of life: i. Giver of rain and sunshine ii. The One who makes plants grow iii. The Giver of air	What have we learnt today? Attributes of god that reveal his nature the sustainer of life. Learners to summarize the important points of the lesson.
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Learners mention these attributes of God in their local languages. Group learners according to their languages. Have learners mention the names of god in their language	Learners mention these attributes of God in their local languages.
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Learners mention these attributes of God in their local languages. Group learners according to their languages. Have learners mention the names of god in their language	Learners mention these attributes of God in their local languages.

Week Ending			
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B2.1.1.1.1		
Performance Indicator	Learners can mention the attributes of god that reveal his nature		
Strand	God's creation and Attributes		
Sub strand	God the Creator		
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>Start with a related song.</p> <p>My god is so big So strong and so mighty There is nothing my god cannot do.</p>	<p>Group learners into three In groups, lead learners to discuss the attributes of God as the Sustainer of life:</p> <ul style="list-style-type: none"> - Giver of rain and sunshine, - the One who makes plants grow, - The Giver of air, etc. <p>Let learners mention other attributes of God in their local languages.</p> <p>Let learners explain the attributes of God relevant to their daily life, e.g. God gives life, rain and air.</p>	<p>Review the lesson with learners.</p> <p>Ask pupils to summarize the important points in the lesson</p> <p>Ask learners to draw and colure two things god created</p>

Week Ending			
Class	Two		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B2.2.1.1.1		
Performance Indicator	Learners can identify the ethnic groups in each region of Ghana		
Strand	My Country Ghana		
Sub strand	The People of Ghana		
Teaching/ Learning Resources	A map of Ghana indicating the various 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)
	Paste a Ghana map showing the administrative regions on the board for to observe Ask to mention any thing they see on the map Have learners to mention the regions in the Ghana	Identify the administrative regions of Ghana Locate the ethnic groups in each region on a map of Ghana	What have we learnt today? The administrative regions in Ghana Group learners into three Display images of the regions in Ghana Learners are to identify from the images the administrative regions
	Paste a Ghana map showing the administrative regions on the board for to observe Ask to mention any thing they see on the map	With the aid of a slide / video / TV/internet, identify the regions and ethnic groups in Ghana Match the ethnic groups with their region	Engage learners in the "pupil as teacher" Group learners into three. Appoint learners from each group to summaries the important points of the lesson.

Week Ending			
Class	Two		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 60		
Learning Indicator(s)	B2.1.1.1.1.		
Performance Indicator	Sing work and play songs and discuss their importance.		
Strand	Listening and Speaking		
Sub strand	Songs		
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>Put learners into groups</p> <p>Write a list of items on the chalkboard by wrongly spelling them and allow students to self-correct them.</p> <p>Invite one person from each group to write their answers on the board</p>	<p>Revise traditional occupations with learners.</p> <p>Lead learners to sing a popular work song.</p> <p>Introduce a new work and its song. Teach learners the song.</p> <p>Let learners sing the song in groups and individually.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to play the crossword game</p> <p>Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available</p>	<p>Introduce a new play and its song. Lead learners to discuss how the play is performed and the song associated with the play.</p> <p>Let learners sing a popular play song as a group and individually.</p> <p>Discuss the importance of work and play songs with learners. E.g. Work songs: – reduce fatigue, removes boredom, provides enjoyment, allows systematic work, inspires fellow workers to work harder, builds vocabulary etc. Play songs – creates unity, develops one’s creativity, provides enjoyment and inspiration.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Introduce a new play and its song.</p> <p>Lead learners to discuss how the play is performed and the song associated with the play.</p> <p>Let learners sing a popular play song as a group and individually.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

		Discuss the importance of work and play songs with learners.	
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Week Ending			
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 17		
Learning Indicator(s)	B2.1.1.1.1:		
Performance Indicator	Travel (move) in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, jumping, and skipping.		
Strand	Motor Skill & Movement Patterns		
Sub strand	Locomotive skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop personal and leadership skills: agility, flexibility, creativity, patience, teamwork etc.			
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 go through the general and specific warm-up activities.	Learners go through general and specific warm ups. Lead them to identify the pathways such as straight, curved, and zigzag. Mark these pathways and guide them to move through walking, and running, etc. Allow the advance learners to help others as well as progress into the next skill of interest.	Organize a mini handball or basketball game for learners to apply the skill in real life situation with fun and enjoyment. End lesson with slow jogging to aid fast recovery. End the lesson with cool down.