



SAMPLE LESSON NOTES-WEEK 6
BASIC TWO

Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

SCHEME OF LEARNING- WEEK 6

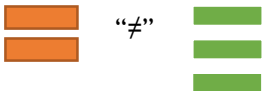
BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum	
Learning Indicator(s)		B2.1.6.1.2. B2.2.6.1.1. B2.4.5.1.1. B2.5.5.1.1. B2.6.1.1.1	
Performance Indicator		<p>A. Learners can talk about events at home</p> <p>B. Learners can read level-appropriate sight words, understand and use many of them in meaningful sentences</p> <p>C. Learners can write simple sentences to express feelings</p> <p>D. Learners can identify and use simple sentences to describe the weather</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>Gather 10 objects that can be found in the classroom and lay them all out on the desk. Show them all to the students and then cover everything with a blanket or a sheet after one minute.</p> <p>Ask learners to write down as many items they remember on a piece of paper.</p>	<p>A. ORAL LANGUAGE (Conversation Pg.42)</p> <p>Introduce the day's topic and show pictures of activities at home.</p> <p>Have learners think-pair-share the domestic activities.</p> <p>Have learners talk about which of the events they like most and why they like them.</p> <p>Have learners role-play some of the scenes. E.g. People engaged in domestic chores. People at table</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. READING (Vocabulary Pg.52)</p> <p>Introduce the selected sight words, one at a time, in context and write them on the board.</p> <p>Start from the basic words they already know.</p> <p>Have learners repeat the words aloud a number of times.</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>

		<p>Write the words on the board.</p> <p>Have learners read the words in order and at random.</p> <p>Use think-pair-share to have learners form sentences with them</p>	
Wednesday	<p>Have learners sing songs and recite familiar rhymes</p> <p><u>MINGLE MINGLE</u></p> <ul style="list-style-type: none"> •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) 	<p><u>C.WRITING</u> (Writing Simple Words Pg.59)</p> <p>Put learners in groups to share their feelings.</p> <p>Let each one write, at least, one sentence to express a feeling, e.g. "I am happy."</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>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><u>D.WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Adjectives Pg.66)</p> <p>Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things, e.g.: weather - It is cold. quantity – I have two pens. position or order of people and things – She is on the first row</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>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 24
Learning Indicator(s)	B2.1.2.2.1
Performance Indicator	Learners can use the concept of "equal to" and "not equal to" to solve addition and subtraction problems with sums up 100.
Strand	Number
Sub strand	Number Operations
Teaching/ Learning Resources	Counters, blocks, bundle of sticks
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	Have learners to solve for the missing numbers in the empty cells <table border="1" style="margin: 10px auto;"> <tr> <td>+</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>1</td> <td>2</td> <td></td> <td>4</td> </tr> <tr> <td>2</td> <td></td> <td>4</td> <td></td> </tr> <tr> <td>3</td> <td>4</td> <td></td> <td></td> </tr> </table>	+	1	2	3	1	2		4	2		4		3	4			Explain to learners that '≠' means "not the same as" or "not equal to" Use models to explain "not the same as" or "not equal to" using the symbol "≠" Put two red blocks aside and four yellow blocks aside. Have learners to count each set and record it. Have learners to tell the difference by saying the yellow blocks is more than the red blocks by 2. Hence 5 red blocks "≠" seven yellow blocks 	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
+	1	2	3																
1	2		4																
2		4																	
3	4																		
Tuesday	Engage learners to 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	Changing two given sets, equal in size, to create sets that are not equal (e.g., change = to ≠), explain the changes made and why. Use models to demonstrate to learners how to make two given sets unequal. Show two sets of blocks to learners. Have learners to count each set and record. Take away a block from one set. Learners realize that the blocks are not equal again.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson																
Wednesday	Engage learners to sing the song We class six We can count We count 1,2,3,4,5	Determining whether two sides of a given number sentence are equal or not and using the appropriate symbol to represent the relationship (e.g., $16 \neq 8 + 5$)	Give learners task to complete while you go round the class to support those who might need extra help.																

	<p>We count 6,7,8,9,10 We class six can count very well.</p>	<p>Have learners to use a symbol (\square) to represent an unknown in addition/subtraction statements to 100.</p>	<p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>	<p>Demonstrate an understanding of the relationship between addition and subtraction by describing a subtraction as an equivalent addition and vice versa; i.e. finding the missing addend.</p> <p>For example: subtract $40 - 28$ is the same as finding the number that must be added to 28 to make 40.</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 sing I'm counting one, what is one</p> <ul style="list-style-type: none"> • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister 	<p>Demonstrate an understanding of the relationship between addition and subtraction by describing a subtraction as an equivalent addition and vice versa; i.e. finding the missing addend.</p> <p>For example: subtract $40 - 28$ is the same as finding the number that must be added to 28 to make 40.</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>

Week Ending			
Class	Two		
Subject	SCIENCE		
Reference	Science curriculum Page 38		
Learning Indicator(s)	B2.1.2.2.1		
Performance Indicator	Learners can describe the properties of solids, liquids, and gases		
Strand	Diversity of matter		
Sub strand	Materials		
Teaching/ Learning Resources	Water, source of heat, etc.		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal			
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)
	Play a game of "I spy" with learners using riddles that describes the relative position of various object, e.g. "I spy something that is beside the chair, in front of the bookcase, etc.	Display different materials in solid, liquid or gaseous state, e.g. <i>ice, water, vapor, fruit juice, oil and gravels.</i> Learners observe the materials and describe their properties in terms of appearance, shape, flow, and how easily they can be squeezed, stretched and compressed. Put learners into groups. Share materials among the groups. Let them note down the properties of the materials and present their work to the class.	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.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Paste a chart showing pictures of different materials on the board. Have learners to observe the pictures on the chart Learners to talk about the pictures Have learners to identify the names of items on the chart In groups learners sort out more materials into solids, liquids and gases	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Play a game of "I spy" with learners using riddles that describes the relative position of various object, e.g. "I spy something that is beside the chair, in front of the bookcase, etc.	Demonstrate the formation of vapor (gaseous state) by boiling water. Water vapor can be produced from the evaporation or boiling of liquid water or from sublimation of ice.	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.

Use boiling to demonstrate the formation of vapor



Week Ending	
Class	Two
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 21
Learning Indicator(s)	B2.1.3.1.1.
Performance Indicator	Identify the role and responsibilities of the individual members of the family
Strand	All About Us
Sub strand	My Family & the community
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)
	<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>Learners, in turns, talk about their roles in the house. Example: Children run errands, performing house chores,</p> <p>Engage learners to role play some of the roles in the house.</p> <p>Let learners identify the roles of their parents in the family: Example: Parents provide shelter, food, security and education for their children, etc.</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>Learners, in turns, talk about their roles in the school. Example: Children run errands, learning, etc.</p> <p>Engage learners to role play some of the roles in the school.</p> <p>Let learners identify the roles of people in the community. Example: Police protects people, Doctors care for the sick, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</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>Learners role play the functions of the various members in the family and the community, e.g. learners play the role of a father, mother, police, doctor, teacher, etc.</p> <p>Teacher encourages learners to undertake their routine responsibilities without being commanded or prompted</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 7		
Learning Indicator(s)	B2.1.2.1.1		
Performance Indicator	Explain the importance of 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>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>Take a nature walk of the school environment with learners to observe:</p> <p>- <i>things of natural existence (objects God created): trees, stones, animals, etc.,</i></p> <p>- <i>things created by humankind: buildings, cars, tables, chairs, etc.</i></p> <p>In groups, let learners examine things made by humankind and identify the materials used in making the things.</p> <p>Guide learners to talk about the importance of the environment.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Engage learners to play the “Lucky Dip game”</p> <p>Learners take turns to dip their hands into a box containing the administrative regions in Ghana.</p> <p>Learners are supposed to pick a card in the box and say the regional capital.</p> <p>Ask learners to mention some of the foods they eat at home.</p> <p>Elaborate on learners responses and introduce the Ewe ethnic group.</p> <p>Paste a chart of pictures on the board depicting the dressing, foods and people of the Ewe ethnic group.</p> <p>Have learners to talk about the pictures and relate to them.</p> <p>Guide learners to discuss the Ewe ethnic group.</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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Invite learners to the front of the classroom to show off their dancing moves in any of the traditional dance.</p> <p>Learners to appreciate themselves and talk a little about their dances. e.g. adowa, kete, abgaza, boboobo, kpanlongo etc.</p> <p>Revise with learners on the Akan and Ewe ethnic groups.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

		<p>With the aid of a slide or video, identify and discuss the Ga-Adangbe ethnic group in Ghana.</p> <p>Have learners match some towns to their respective ethnic groups.</p>	
--	--	--	--

Week Ending			
Class	Two		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page 50 & 54		
Learning Indicator(s)	B2.2.3.4.1 B2.2.3.5.1		
Performance Indicator	Perform own artworks to reflect the history and culture of people in other communities in Ghana.		
Strand	Performing Arts		
Sub strand	Displaying and Sharing (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)
	<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>Learners are to watch pictures of performances that reflect the history and culture of the Ghanaian people.</p> <p>Let learners talk about the pictures and tell the class the part of the pictures that interest them most.</p> <p>Learners to perform parts of the video in groups.</p> <p>Discuss the need for performing compositions of own music, dance, drama, poetry, etc.</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>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<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>Guide learners to plan a display of portfolio of own music, dance or drama</p> <p>Have learners talk about how they felt performing their own compositions.</p> <p>Learners to talk about</p> <p><i>i. what they learnt from the performance of other groups.</i></p> <p><i>ii. what other things they would want to do to improve upon their compositions.</i></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>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending			
Class	Two		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B2.2.4.2.1-3		
Performance Indicator	Read simple poems and recognize rhyming words.		
Strand	Reading		
Sub strand	Phonics: letter & sound knowledge		
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)
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Write some words on the board and lead learners to read the words. Lead learners to recognize the words with identical sounds among the words you have written. Let learners listen to and say words with identical sounds from simple sentences.	Ask learners questions to 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 recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Let learners explore a rhyme. Write a simple poem on the board. Lead learners to explore the poem. Call learners to explore the poem individually. Lead learners to explore the poem again with gestures. Assist learners to read simple poems and lead learners to recognize rhyming words.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them.	Let learners explore a poem. Write some diagraphs and the letters of the alphabet on the board. Let learners say the letters of the alphabet. Assist learners to recognize diagraphs from the letters of the alphabet	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 18		
Learning Indicator(s)	B2.1.6.1.6:		
Performance Indicator	Strike a ball continuously in an upward or forward motion, using a hand and foot		
Strand	Motor Skill & Movement Patterns		
Sub strand	Rhythmic skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop personal skills and competencies such as accuracy, precision, coordination strength, balance			
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)
	Take learners through general and specific warm ups.	<p>Stand at shoulder width apart with the foot opposite the striking hand slightly forward.</p>  <p>Toss a ball up and wing the arm forward to strike the ball at the bottom upward.</p> <p>Follow the ball and strike it as it drops continuously until it drops.</p> <p>Guide learner s to practice at their own pace.</p>	<p>Have learners to practice individually and in groups.</p> <p>Help those who finds it difficult and help them</p> <p>Assessment: Organize mini game for learners for fun and enjoyment.</p> <p>Take learners through cool down to end the lesson</p>