

A thick vertical gold bar is on the left side of the page. A yellow arrow points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 3
BASIC TWO

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and curve upwards and to the right.


Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com


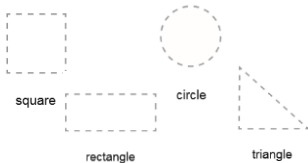
SCHEME OF LEARNING- WEEK 3

BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.8.1.1. B2.2.7.2.1. B2.4.7.2.1. B2.5.9.1.1. B2.6.1.1.1	
Performance Indicator		<p>A. Learners can use appropriate pronunciation and intonation in asking and answering wh – questions</p> <p>B. Learners can demonstrate understanding of the purpose and features of information texts.</p> <p>C. Learners can re-arrange jumbled sentences logically</p> <p>D. Learners can identify the structure of simple sentences</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 play the act it out game.</p> <p>Write familiar action words on cards and mix them up in a bowl.</p> <p>Invite learners to pick a card, read the action word and act it out.</p>	<p style="text-align: center;">A. ORAL LANGUAGE (Asking And Answering Questions)</p> <p>Write the word why on the board and ask students to discuss what that word means. Challenge them to come up with a definition and explain when it is appropriate to use that word</p> <p>Ask Wh-questions and have learners answer them. e.g. <i>Who took my pen? I did.</i> <i>Where is the book? It is on the table.</i></p> <p>Ask them to say what is common to all the questions introduced by Wh- words (what? when? why? how?).</p> <p>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.</p> <p>Let learners write out simple Wh – questions on their own</p>	<p>Have learners to use new words learnt in conversation.</p> <p>Give learners task to answer Wh-questions in their workbooks.</p> <p>If possible, mark learners work and give them feedback where necessary.</p>
Tuesday	<p>Show conversational poster to learners. The posters can be two or three and must tell a story.</p>	<p style="text-align: center;">B. READING (Comprehension)</p> <p>Have learners read informational texts to identify their purpose and features through think-pair-share.</p>	<p>Using guided questions, have learners answer some questions based on the story read.</p> <p>Have learners summarize the story orally in pairs.</p>



	Call learners in turns to tell their own stories using the conversational posters.	Invite learners to summarize the text to the whole class	
Wednesday	<p>Write words on manila cards. Display them and have learners pick and make sentence with it.</p> 	<p>C.WRITING (Controlled Writing)</p> <p>Tell/Read an interesting story to learners.</p> <p>Let them retell the story.</p> <p>Jumble up the sentences making up the story and ask learners to re-arrange them.</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>
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>D.WRITING CONVENTIONS & GRAMMAR USAGE (Using Simple Sentences. Page 67)</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>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 27		
Learning Indicator(s)	B2.1.2.4.2		
Performance Indicator	Learners can use personal strategies to add and subtract within 100		
Strand	Number		
Sub strand	Number Operations		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, 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	Engage learners to make a story from the conversational poster below. 	Guide learners to decompose a number into easier numbers to add and doing partial sums. E.g. when adding $28 + 47$, record think $20 + 40 + 8 + 7$, which is the same as $60 + 15$ which is the same as 75. Assessment: let learners practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Share to learners an A4 sheet paper. Encourage learners to draw how they want their day to be. Let learners paste their drawings on the classroom wall to create a gallery.	Using the 'Friendly jumps' strategy, guide learners to decompose numbers into a friendlier number and add in "chunks" or by "friendly jumps" e.g. when adding $26 + 32$, start with 26, add 10 three times to get 56 ($26 + 10 + 10 + 10$), then add on 2 to get 58. The answer is 58. Assessment: let learners practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Wednesday	Draw some 2 dimensional shapes with dotted lines on the board and ask learners to trace and say the name of each object. 	Using the 'Friendly jumps' strategy, guide learners to decompose numbers into a friendlier number and add in "chunks" or by "friendly jumps" e.g. when adding $18 + 28$, start with 28, add 10 to get 38 ($28 + 10$), then add on 8 to get 46. The answer is 46. Assessment: let learners practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Thursday	Engage learners to sing songs and recite rhymes ONCE I CAUGHT A FISH ALIVE One, two, three, four, five	Using the moving part strategy, guide learners to move one number to the other number to create numbers that are easier to add.	Give learners task to complete whiles you go round to guide those who don't understand.

	<p>Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right</p>	<p>E.g. when adding $29 + 56$, move 1 from 56 to 29 to create the expression $30 + 55 = 85$)</p> <p>Assessment: let learners practice with more examples.</p>	<p>Give remedial learning to those who special help.</p>																												
Friday	<p>Let learners fill in the missing the boxes</p> <table border="1" style="margin-left: 20px;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td></td> <td>6</td> <td></td> <td>8</td> </tr> <tr> <td>9</td> <td></td> <td>11</td> <td></td> </tr> <tr> <td></td> <td>12</td> <td></td> <td>14</td> </tr> <tr> <td>15</td> <td></td> <td>16</td> <td></td> </tr> <tr> <td></td> <td>19</td> <td></td> <td>21</td> </tr> <tr> <td>22</td> <td></td> <td>24</td> <td></td> </tr> </table>	1	2	3			6		8	9		11			12		14	15		16			19		21	22		24		<p>Using the Compensation strategy, guide learners to add more to a number to make it friendlier, then subtract the amount added from the answer e.g. when adding $26 + 39$, add 1 to 39 to create the expression $26 + 40$, which gives 76, then subtract from the answer the 1 that was added; $76 - 1 = 75$, so the answer is 75.</p> <p>Assessment: let learners practice with more examples.</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>
1	2	3																													
	6		8																												
9		11																													
	12		14																												
15		16																													
	19		21																												
22		24																													

Week Ending			
Class	Two		
Subject	SCIENCE		
Reference	Science curriculum Page 44		
Learning Indicator(s)	B2. 5.1.1.2		
Performance Indicator	Learners can know the need for keeping classrooms and school compound clean		
Strand	Humans and the Environment		
Sub strand	Personal Hygiene And Sanitation		
Teaching/ Learning Resources	Brooms, long brushes, rake, cutlass, hoe etc.		
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>Ask learners to draw two smileys to express how they feel that moment.</p> <p>Have learners to present their smileys to whole class for discussion</p>	<p>They observe the ceiling, windows, floors and their sitting areas within the classroom and communicate their findings.</p> <p>Learners tour the school compound and tell whether it is a clean or dirty compound.</p> <p>Put learners into groups. Get each group some cleaning equipment. Apportion areas of the school compound among the groups.</p> <p>Encourage them to clean and tidy up the compound.</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>Engage learners in the “Jump Counting” game</p> <p>Have learners count while jumping with each count. Challenge them to count by twos, fives, or tens!</p>	<p>Learners discuss the need to keep the classroom and school surroundings clean.</p> <p>i. to avoid sickness, ii. to destroy the hiding places of mosquitoes, snakes, wall geckos and to ensure good ventilation.</p> <p>Let learners sketch a dirty compound. Let the paste their sketches on the classroom wall to create a gallery.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Let learners sing songs and recite rhymes about machines.</p> <p>Encourage learners to dance with actions whiles singing</p>	<p>Learners discuss the need to keep the classroom and school surroundings clean.</p> <p>i. to avoid sickness, ii. to destroy the hiding places of mosquitoes, snakes, wall geckos and to ensure good ventilation.</p> <p>Let learners sketch a clean compound. Let the paste their sketches on the classroom wall to create a gallery.</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	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 34
Learning Indicator(s)	B2.4.4.1. 1.
Performance Indicator	Learners can explain the importance of farming in Ghana
Strand	Our Nation Ghana
Sub strand	Farming In Ghana
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>Create a competition and lets learners recite a tongue twister without a mistake Example: Sea shells She sells seashells by the seashore The shells she sells are surely seashells So if she sells shells on the seashore, I am sure she sell seashore shells</p>	<p>Learners talk about various farming activities in Ghana</p> <p>Learners visit and observe different farm activities: e.g. poultry farm</p>  <p>Learners in groups talk about importance of poultry farming in their community</p> <p>Learners draw and color a poultry farm.</p>	<p>Ask learners to tell what they have learnt.</p> <p>Let learners write a summary of the lesson to a class mate who was absent from school.</p> <p>Give learners task to complete at home.</p>
	<p>Engage learners to play the ball game. Write some new words in the lesson on a ball. Throw the ball to learners in turns to form sentences with the word which has their right thumb on.</p>	<p>Learners talk about various farming activities in Ghana</p> <p>Learners visit and observe different farm activities: e.g. pepper farming</p>  <p>Learners in groups talk about importance of farming in their community</p> <p>Learners draw and color any crop farm produce.</p>	<p>What have we learnt today?</p> <p>Presidents of the Fourth Republics.</p> <p>Learners must say or write 10 words to express their thoughts of the lesson.</p> <p>Give learners task to complete at home.</p>

Learners talk about various farming activities in Ghana


Learners visit and observe different farm activities:
e.g. fish farming




Learners in groups talk about importance of farming in their community

Learners draw and color a fish.


Week Ending			
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 12		
Learning Indicator(s)	B2.4.1.1.3		
Performance Indicator	Learners can describe factors that promote good relationships between children and their parents		
Strand	The Family and the Community		
Sub strand	Roles And Relationships		
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)
	Engage learners in the thumbs up game. Say a few statements and have learners give you a thumbs up when they agree with you. Let learners give reasons when they disagree with you.	Lead learners to talk about good relationships. Let learners talk about things that promote good relationships: comportment, respect, love, obedience, humility, friendliness, etc. Let learners identify their friends and say things they like about them. Let learners dramatize behaviors that show good relationships.	Ask learners questions to review their understanding of the lesson. 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.

Week Ending			
Class	Two		
Subject	HISTORY		
Reference	History curriculum Page 12		
Learning Indicator(s)	B2.2.5.1.1.		
Performance Indicator	Learners can identify Ghanaian women who have made significant contributions to national development		
Strand	My Country Ghana		
Sub strand	Some Selected Individuals		
Teaching/ Learning Resources	Pictures of some outstanding Entrepreneurs in Ghana		
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>Review learners understanding in the previous lesson using questions and answers.</p> <p>Show pictures of Rebecca Naa Dedei Aryeetey to learners for to talk about it</p>  <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Guide learners to name some outstanding women in the history of Ghana e.g. Rebecca Naa Dedei Aryeetey</p> <p><u>Rebecca Naa Dedei Aryeetey</u> Rebecca Naa Dedei Aryeetey was born in 1923, at Osu and grew up in James Town, Accra. After her primary education Naa Dei went into the flour business. She became so wealthy and influential through her flour business which earned her the name “Ashikishan” a Ga word meaning flour. She became the first woman chief financier of the then CPP party led by kwame Nkrumah. As a political activist of the CPP she campaigned and funded nkrumah. She is remembered by the double decker buses which were brought to Accra by harry sawyer. The buses were popularly known as “Auntie Dedei” bus. She also has her image on 50 pesewas coin</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>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Using pictures, let learners retell the contributions of Joyce Bamford-Addo to national development</p> <p>Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice.</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>

Week Ending			
Class	Two		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B2.1.2.2.3 B2.1.2.3.3		
Performance Indicator	Learners can create own visual artworks to express own views, knowledge and understanding of topical issues in other Ghanaian communities		
Strand	Visual Arts		
Sub strand	Planning, Making and Composing		
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)
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches.	Learners are to explore the local environment to select available materials and tools that are good for making artworks. Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make a mosaic. Guide learners to make a simple mosaic	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	Engage learners to play games and sing songs to get them ready for the lesson. 	Allow learners to practice in groups following the steps 1. choose your colors and cut pieces of papers from the magazine 2. cut small pieces of squares or any other shapes you want 3. draw the outline of your image. E.g. fish 4. with the help of the paint brush, apply and glue the paper pieces to form the image. Learners to discuss and compare their artworks to the artworks studied.	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson

Week Ending			
Class	Two		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 67		
Learning Indicator(s)	B2.1.9.1.3-4		
Performance Indicator	Learners can use and answer question words, 'who', 'why.', 'what', 'where' and 'when.'		
Strand	Oral Language		
Sub strand	Asking & Answering Questions		
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)
	Share an interesting story with learners about yourself. Call a learner to share his/her story to the whole class.	Write some questions on flashcards and show them to learners. Lead learners to read the questions. Let learners form their own questions using the question word under discussion. Assist learners to recognize when to use the question word "why". Let learners form their own questions using the question word under discussion.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Divide the class into groups. Share pieces of papers to each group. Each group is supposed to write three questions on the previous lesson. Have the group's exchange the papers and solve the questions on them. The first group to get every question correct wins!	Write questions on flashcards and show them to learners. Call learners individually to read the questions. Let learners understand when to use the question words "who," "what," "where" and "when". Ask learners questions using the question words under discussion and call them to answer the questions (correct learners where necessary). E.g. What is your age? Who is your mother? Where is your teacher? When will you come?	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Put learners into pairs. Learners must tell 3 facts about themselves to their partner. Two of them should be true, and one should be lie.	Write questions on flashcards and show them to learners. Let learners understand when to use the question words "who," "what," "where" and "when".	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

	The other partner have to find out which one is the lie.	Ask learners questions using the question words under discussion and call them to answer the questions (correct learners where necessary). E.g. What is your age? Who is your mother? Where is your teacher? When will you come?	
--	--	---	--

Week Ending			
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 21		
Learning Indicator(s)	B2.1.12.1.15		
Performance Indicator	Learners can clap and dance to beat (rhythm)		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Personal Development and Leadership skills			
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>Show a picture or video kids dancing to learners.</p> <p>Let learners talk about the pictures and relate to them.</p> 	<p>Learners clap a beat and dance to the beat.</p> <p>Emphasis on coordination in clapping to the beat and coordination dancing.</p> <p>Give learners corrective feedback to improve their coordination.</p> <p>Allow them to progress at their own pace with fun and enjoyment.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>