



**SAMPLE LESSON NOTES-WEEK 3**  
BASIC TWO

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## SCHEME OF LEARNING- WEEK 3

### BASIC TWO

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B2.1.4.1.1. B2.2.3.1.1. B2.4.3.1.1. B2.5.2.1.1. B2.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can identify characters in a story and relate them to real life situations</p> <p>B. Learners can use common rhyming/endings to decode simple words</p> <p>C. Learners can copy words in lower and upper case using correct spacing</p> <p>D. Learners can use full stops at the end of sentences</p> <p>E. Learners can read a variety of age and level-appropriate books and texts from print and non-print.</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards and a class library	
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><b><u>ONE POTATO, TWO POTATOES</u></b> One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p> <p>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more</p>	<p><b><u>A. ORAL LANGUAGE</u></b> (story telling)</p> <p>Choose a story from learners' background.</p> <p>Tell the story with appropriate actions, gestures, facial expressions, etc.</p> <p>Have learners retell the story and answer questions on it.</p> <p>Let learners say whether or not they have enjoyed the story and why.</p> <p>Put learners into groups to identify the characters and their actions and relate them to real life situations.</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>Engage learners to play "Read-Cover- Write" game.</p> <p>Put word cards on the table, floor or a bowl. A pupil picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book.</p>	<p><b><u>B. READING</u></b> (Word families)</p> <p>Introduce learners to simple word formation by changing the beginning letter of words. e.g. pan, man, fan.</p> <p>Have learners build on these rhyming endings.</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>He then picks the card again and show it to the class. The class checks to see if the word is correct.</p> <p>The student with the correct number of words wins the game.</p>	<p>In groups, let learners read out their words.</p> <p>Have learners form sentences with these rhyming words.</p>	
Wednesday	<p>Ask children to choose any 4 letters and write them in their books/on the floor.</p> <p>The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.</p> <p>The first child to cross out all 4 of their letters shouts BINGO!! and is the winner. This can also be played with high frequency words that the children know.</p>	<p><b>C.WRITING</b> (writing letters)</p> <p>Let learners write letters, both in upper and lower cases.</p> <p>Copy words from learners' reading book on the board as learners observe.</p> <p>Let learners take turns to read out words from the list.</p> <p>Draw attention to appropriate spelling and alignment of letters.</p> <p>Let learners copy the words.</p> <p>Let them check correct spelling, formation of letters and spacing.</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>Engage learners to play the classroom ghost game. Teacher scatters objects in the classroom assuming it's a ghost. Example you could place some textbooks on the floor, put a pen on the window sill, etc.</p> <p>Put learners into pairs to make a note of what the ghost has moved around</p> <p>Example the books are the floor but they should be in the cupboard.</p>	<p><b>D.WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (Using Punctuation)</p> <p>Have learners look at sentences in their class readers to observe how they begin and end.</p> <p>Demonstrate placing a full stop (.) at the end of a sentence.</p> <p>Let learners copy and punctuate sentences with full stop.</p> <p>Present the question mark similarly.</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><b>C.EXTENSIVE READING</b></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>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>MATHEMATICS</b>		
<b>Reference</b>	Mathematics curriculum Page 21		
<b>Learning Indicator(s)</b>	B2.1.1.1.2		
<b>Performance Indicator</b>	Learners can use number names ,counting sequences and how to count to find out how many		
<b>Strand</b>	Number		
<b>Sub strand</b>	Counting, Representation & Cardinality		
<b>Teaching/ Learning Resources</b>	Counters patterns made from manila cards		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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.  Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.	Have learners to Estimate the number of objects in a small group (up to 100) and describe the estimation strategy used;  Select an appropriate estimate among all those given for a group of up to 100 objects and justify the choice	What have we learnt today?  Estimation  Have learners to estimate the number of objects in a small group

	<p>Show learners a chalk box full of chalks. Ask learners to guess the number of chalks and hence introduce the lesson</p>	<p>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>										
Thursday	<p>Engage learners in the game.  Clap that number (up to 10).  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="737 667 1086 768"> <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										

<b>Week Ending</b>	
<b>Class</b>	Two
<b>Subject</b>	<b>SCIENCE</b>
<b>Reference</b>	Science curriculum Page
<b>Learning Indicator(s)</b>	B2.1.1.2.1
<b>Performance Indicator</b>	Describe the basic structure of animals (head, limbs and trunk)
<b>Strand</b>	Diversity of Matter
<b>Sub strand</b>	Living And Non Living Things
<b>Teaching/ Learning Resources</b>	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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Led learners to recite few rhymes</p> <p><b><u>One little finger</u></b>            One little finger, one little finger,            two little fingers            Tap, tap, tap            Point to the ceiling,            Point to the floor,            Put them on your head, <b>HEAD!</b>  <i>(continue with the lyrics by pointing to all the body parts)</i></p>	<p>Learners watch videos or observe pictures of different animals</p> <p>Let learners name some animals from the pictures.</p> <p>Learners identify the basic parts of animals</p> <p>Engage learners to draw animals of their choice.</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>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 watch videos or observe pictures of different animals</p> <p>Let learners name some animals from the pictures.</p> <p>Learners identify the basic parts of animals</p> <p>Engage learners to draw animals of their choice.</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 design and mould animals of their choice and identify the basic parts of those animals (head, limbs and trunk).</p> <p>Learners explain why they chose to mould those particular animals.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 20		
<b>Learning Indicator(s)</b>	B2.1.2.1.1.		
<b>Performance Indicator</b>	Identify things to do to develop a sense of self identity and self-worth		
<b>Strand</b>	All About Us		
<b>Sub strand</b>	My self		
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<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>Learners talk about themselves individually and appreciate the way God created them.</p> <p>Learners role play scenarios and engage in activities that teach them the importance of developing a strong self Identity.</p> <p>Learners compose poems/write essays about themselves and what they can do to feel more valued at home, school and the community.</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>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>	<p>Learners talk about themselves individually and appreciate the way God created them.</p> <p>Learners role play scenarios and engage in activities that teach them the importance of developing a strong self Identity.</p> <p>Learners compose poems/write essays about themselves.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B2.1.1.1.1		
<b>Performance Indicator</b>	Learners can mention the attributes of god that reveal his nature		
<b>Strand</b>	God's creation and Attributes		
<b>Sub strand</b>	God the Creator		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<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"> <li>- Giver of rain and sunshine,</li> <li>- the One who makes plants grow,</li> <li>- The Giver of air, etc.</li> </ul> <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>



<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.1.1.1		
<b>Performance Indicator</b>	Learners can identify the ethnic groups in each region of Ghana		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	The People of Ghana		
<b>Teaching/ Learning Resources</b>	A map of Ghana indicating the various ethnic groups.		
<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	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.

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B2 1.2.2.1 B2 1.2.3.1		
<b>Performance Indicator</b>	Create own visual artworks using available visual arts media and methods.		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Planning, Making and Composing (Visual Arts)		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Revise some familiar rhymes and tongue-twisters taught.</p> <p><u>Baa, Baa, Black Sheep</u> Baa, baa, black sheep Have you any wool. Yes sir, yes sir, three bags full. One for my master, one for his dame, One for the little boy who lives down the lane</p>	<p>Learners are to brainstorm on visual artworks that are produced or found in other parts of Ghana</p> <p>share ideas about the features of the visual artworks produced or found in those communities in Ghana.</p> <p>Make outline drawings to define those visual artworks.</p> <p>Use ideas they have gathered about visual artworks made or found in other communities to plan own artworks.</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>Have learners to sing some patriotic songs they know.</p> <p>Using questions and answers, review learners understanding in the previous lesson.</p>	<p>Learners are to discuss the history and culture of the people and identify the artworks found among the people.</p> <p>Create own artworks that reflect the history and culture of people in other parts of Ghana.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 63		
<b>Learning Indicator(s)</b>	B2.1.4.1.1-2		
<b>Performance Indicator</b>	Retell part of a story and recognize the morals/values in a story.		
<b>Strand</b>	Listening and Speaking		
<b>Sub strand</b>	Listening & Story Telling		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Tell or show a clip of an interesting story of not more than ten minutes long to learners.  Discuss the clip with learners.  Ask learners to retell it.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	Have learners to write letter patterns in the air.  Engage learners to sing songs and dance to it	Tell an interesting story.  Show video of an interesting story.  Discuss with learners the morals/values in the story they have heard or watched.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Let learners watch the video again.  Assign roles to them and let them dramatize the first three scenes.  Direct learners to dramatize the story.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 17		
<b>Learning Indicator(s)</b>	B2.1.3.1.3:		
<b>Performance Indicator</b>	Roll a ball from stationary to a given point and back, using hands		
<b>Strand</b>	Motor Skill & Movement Patterns		
<b>Sub strand</b>	Manipulative skills		
<b>Teaching/ Learning Resources</b>			
<b>Core Competencies:</b> Learners develop personal skills such as flexibility, muscular strength, agility			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners jog within demarcated area with their hands stretched sideways to warm their body up.  Show pictures or videos of the skill to be learnt.	Learners demonstrate how to roll a ball from stationary using hands by placing a ball in front, bend the trunk forward and place the palm behind the ball, roll the ball forward whiles moving from one point to another (from walking to jogging and to running).  Guide learners to practice individually and in groups.  Observe them practice at their own pace and give corrective feedback for correct skill mastery.  Learners can further use bats or sticks to roll the ball to challenge the fast learners.	Organize mini game for learners for fun and enjoyment to prevent boredom.  Take learners through cool down to end the lesson.