



SAMPLE LESSON NOTES-WEEK FOUR (4)
BASIC TWO



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**SCHEME OF LEARNING- WEEK FOUR
BASIC TWO**

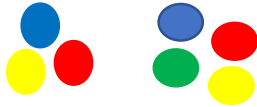
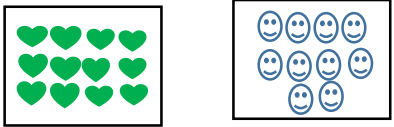
Name of School.....

Week Ending	31 st January 2020		
Class	Two		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum		
Learning Indicator(s)	B2.1.6.1.1.		
Performance Indicator	<p>A. Learners can use appropriate greetings for special occasions</p> <p>B. Learners can use context clues to infer meanings of words</p> <p>C. Learners can write simple and meaningful sentences on objects found in the environment</p> <p>D. Learners can identify and use simple sentences to describe things</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, handwriting on a manila card and a class library		
Core Competencies: Reading and Writing Skills Personal Development Leadership and Communication.			
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 “Guess-the-word” game.</p> <p>Place a small number of picture cards in front of learners.</p> <p>Tell them you are going to say a word using “snail talk” a slow way of saying words (e.g. /fflllaag/).</p> <p>Learners have to look at the pictures and guess the word you are saying.</p> <p>Have learners to guess the answer in their head so that everyone gets an opportunity to try it.</p>	<p style="text-align: center;">A. ORAL LANGUAGE (Conversation Pg. 41)</p> <p>Revise daily greetings by having learners identify greeting times in the day: e.g. Morning-Good morning, Afternoon-Good afternoon, Evening-Good evening.</p> <p>Discuss special occasions such as birthdays, anniversaries and festivals.</p> <p>Discuss the correct greetings and responses on these occasions.</p> <p>Assessment: Let learners take turns to demonstrate greetings for special occasions and also practice the appropriate responses</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>Learners to role play greetings for special occasions</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>HAPPY TO SEE YOU Welcome, welcome how do you do? x2 Happy to see you Happy to meet you Welcome, welcome how do you do? Happy to see you my friend.</p>	<p style="text-align: center;">B. READING (Vocabulary Pg. 52)</p> <p>Create a story around a theme, using specific key words or vocabulary items you wish to teach.</p> <p>Have learners use context to find the meaning of the key words.</p> <p>Assessment: Have learners make their own sentences using these key words.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board.</p>

<p>Wednesday</p>	<p>Engage learners to tell why they like their mothers more than their fathers and vice versa.</p> <p>Let learners play games and sing a few songs to get them ready for the lesson.</p>	<p>C.WRITING (Writing simple words Pg.59)</p> <p>Put learners into groups to write simple sentences about the objects and places found in the environment.</p> <p>Encourage each group to add pictures to their sentences.</p> <p>Assessment: Publish their work on the walls and encourage gallery walk.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board.</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>MINGLE MINGLE</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>D.WRITING CONVENTIONS & GRAMMAR USAGE (Using qualifying words: adjectives)</p> <p>Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things,</p> <p>weather – the weather is hot.</p> <p>Quantity – I have about four blue shirts. I ate four balls of kenkey yesterday.</p> <p>Position or order of people and things – She is on the first row.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Give learners an individual or home task to write the following</p> <hr/> <p style="text-align: center;">The weather is hot</p> <hr/>
<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>E.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	31 st January 2020
Class	Two
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B2.1.2.4.1
Performance Indicator	Learners can use conventional strategy to add and subtract within 100
Strand	Number
Sub strand	Number Operations
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square

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 sing <u>I'M COUNTING ONE, WHAT IS ONE</u> <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 • 7 - Savior • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God 	Guide learners to use objects to add 1 digit numbers e.g. 3+4 let learners use counters to represent the numbers ie. 3 and 4.  let learners put the counters together and count all. i.e. 7 Assessment: Learners to practice with more examples	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Tuesday	Engage learners to sing the song <u>WE CAN COUNT</u> We class two We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class two can count very well.	Guide learners to use drawings of objects to add 2 digit numbers without regrouping learners to count the number of drawn objects in two sets.  Guide learners to count all the objects in the set to find the total. Assessment: Learners to practice with more examples	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Wednesday	Engage learners to recite a few rhymes with actions <u>PUT YOUR FINGER IN THE AIR</u> (tune of if you are happy and you know it)	Guide learners to add 2 digit numbers without regrouping (carrying forward) e.g. Add 11+12. Guide learners to rearrange the addends.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson

	<p>Put your finger in the Air, in the Air. 2x</p> <p>Put your finger in the Air, and leave it about a year</p> <p>Put your finger in the Air, in the Air.</p>	$\begin{array}{r} 11 \\ +12 \\ \hline 23 \end{array}$ <p>Addition starts from right to left.</p> <p>Assessment: Learners to practice with more examples</p>	<p>Give learners individual or home task.</p>
Thursday	<p>Have learners to sing songs and recite familiar rhymes</p> <p><u>RAIN RAIN GO AWAY</u> Rain, rain go away. Go and come another day, Little children wants to play, Rain, rain go away</p>	<p>Guide learners to add 2 digit numbers with regrouping (carrying forward) e.g. 25+36.</p> <p>Guide learners to rearrange the addends.</p> <p><small>2+3=5 plus 1 (carried forward) make 6</small> $\begin{array}{r} 25 \\ +36 \\ \hline 61 \end{array}$ <small>5+6=11. We write 1 and carry 1 forward</small></p> <p>Addition starts from right to left.</p> <p>Assessment: Learners to practice with more examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
Friday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class two We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class two can count very well.</p>	<p>Guide learners to add 2 digit numbers with regrouping (carrying forward) e.g. 25+36.</p> <p>Guide learners to rearrange the addends.</p> <p><small>2+3=5 plus 1 (carried forward) make 6</small> $\begin{array}{r} 25 \\ +36 \\ \hline 61 \end{array}$ <small>5+6=11. We write 1 and carry 1 forward</small></p> <p>Addition starts from right to left.</p> <p>Assessment: Learners to practice with more examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>


Week Ending	31 st January 2020		
Class	Two		
Subject	SCIENCE		
Reference	Science curriculum Page 41		
Learning Indicator(s)	B2.3.1.1.1		
Performance Indicator	Learners can know the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands		
Strand	Systems		
Sub strand	The Human Body System		
Teaching/ Learning Resources	Learners, pictures, videos, paper, pencils, crayons		
Core Competencies: Digital Literacy Communication and Collaboration Critical Thinking and Problem Solving Personal Development and Leadership Creativity and Innovation			
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 to recite a few rhymes with actions <u>SHOW ME</u> Show me your h-e-a-d! This is my head Show me your e-y-e-s! This is my eyes etc. Play other games with games with learners to get them ready for the lesson.	Learners to present and explain their group ideas orally and/or written.(if some parts of the body are absent or not working well) Encourage learners to present their work as a team but not individual. Allow learners to pose questions to the groups during presentation	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Use questions and answers to review what they learnt in the previous lesson Example: the mouth is used for..... The hands are used for..... Legs are used for.....	Based on learners findings, write the main biological functions of the human body parts being discussed. Learners in turns read out the functions of the parts of the body on the board.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Call learners in turns to summarize the previous lesson to the whole class.	Learners draw and color any two parts of the body. Learners to exhibit their drawings on the walls of the classroom.	Learners to sing action songs to review the lesson

Week Ending	31 st January 2020		
Class	Two		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 10		
Learning Indicator(s)	B2.3.1.1.1.		
Performance Indicator	Learners can explain the importance of worship		
Strand	Our Beliefs And Values		
Sub strand	Worship		
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)
	Learners to listen to stories about God. Share a few Bible stories with learners. Encourage learners to contribute to the stories	Learners write simple texts from the religious songs and recitations. Example: John 10:30. "I and my Father are one". Encourage learners to read out their write up in turns.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Engage learners to sing religious songs. Let learners dance to the songs	Learners role play scenes of some of the religious songs and recitations. Example "the prodigal son" and "the good Samaritan"	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Engage learners to sing religious songs. Let learners dance to the songs	Lead learners to talk about the importance of religious tolerance. Example: peaceful coexistence, love, humility, sharing, caring, respect, unity.	Ask learners to summarize what they have learnt


Week Ending	31 st January 2020		
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 9		
Learning Indicator(s)	B2. 2.1.1.2:		
Performance Indicator	Learners can sing and recite simple texts from the three main religions in Ghana.		
Strand	Religious Practices and their Moral Implications		
Sub strand	Religious worship in the three main religion in Ghana		
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)
	Learners to listen to stories about creation and God Group learners according to the religion they belong Have each group sing songs and perform any act of worship of that religion	Lead learners to mention popular religious songs and recitations in the Islamic religion. Call learners to sing songs that they are familiar with. Example: Assessment: Let learners sing or recite some simple verses from the Quran.	Ask learners series of questions to review their understanding of the lesson Example: how many books are there in the old testament Have learners to read and spell the key words written on the board

Week Ending	31 st January 2020
Class	Two
Subject	HISTORY
Reference	History curriculum Page 11
Learning Indicator(s)	B2.2.4.1.1
Performance Indicator	Learners can discuss the history of Ghana's major historical locations;
Strand	My Country Ghana
Sub strand	Major Historical Locations
Teaching/ Learning Resources	A map of Ghana showing major historical locations/ Resource person

Core Competencies: The use of evidence to appreciate the significance of historical locations helps learners to develop cultural identity, creative and innovative 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)
	Use series of questions to revise with learners on the previous lesson	Identify the major historical locations in Ghana. Show and discuss video, stories, or slides documentary, about the history of these major historical locations in Ghana. Assessment: let learners talk about parts of the video, documentary that interest them most	Ask learners to talk about what they enjoyed most during the lesson Use series of questions to review the understanding of learners
	Show pictures of the Gbewa Palace to learners  Have learners to observe and talk about the pictures	Retell the history of these major historical locations in Ghana. <u>Gbewa Palace</u> Gbewa Palace is the seat of the Yaa Naa of the kingdom of Dagbon, located at Nayilifong along the Yendi-Saboba road in Yendi, Gbewa Palace was named after the patriarch of the Mole-Dagbani people. Etc. Assessment: Have learners to search the internet to find more about the Gbewa Palace	Use series of questions to review the understanding of learners. Ask learners to talk about what they enjoyed most during the lesson

Week Ending	31 st January 2020
Class	Two
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B2.2.2.2.2 B2.2.2.3.2
Performance Indicator	Learners can compose and make decisions to create own artworks by using available performing arts instruments, resources and methods.
Strand	Performing 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 and 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>Play songs using your phone or a music box.</p> <p>Call learners to show some dance moves and dance to the songs</p>	<p>In the previous lesson we learned how the “Kpatsa” dance reflect the lives and culture of the people of Ga-Adangme in Ghana.</p> <p>Guide learners to create own dance to reflect their culture.</p> <p>Guide learners to pick a piece of music for the dance. e.g. a circular music, gospel music, etc.</p> <p>Guide learners to determine the style and plan the dance</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>
	<p>Play songs using your phone or a music box.</p> <p>Call learners to show some dance moves and dance to the songs</p>	<p>Show learners a video or pictures of the dance you want to teach.</p>  <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Learners to tell the part of the lesson that interest them most.</p>

Week Ending	31 st January 2020		
Class	Two		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B2.1.1.1.1		
Performance Indicator	Learners can say the time by the hour, by half hour and recognize the days of the week in chronological order		
Strand	Reading		
Sub strand	Presentation		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation Communication and collaboration 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)
	Share jokes with learners. Call 3 learners to share their jokes with the whole class	Discuss the various times of the day with learners, e.g., morning, afternoon and evening. Show a clock to learners and ask learners to tell you what the clock is used for.	Learners to tell what was interesting about the lesson. Engage learners to play the phonic games.
	Teacher mentions a word, e.g. cat Learners write its rhyming word Sing songs and recite familiar rhymes in relation to the lesson	Use the clock to assist learners to tell the time by the hour. E.g. The time is 3 o'clock. Use the clock to assist learners to tell time by half hour. E.g. The time is 2:30pm. The time is 30 minutes past 4 o'clock. Revise the lesson on telling the time with learners.	Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board.
	Select 10 words and write them two different times on word cards. Place all the cards face down on the floor. Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.	Write the days of the week on the board and lead learners to mention them. Call learners to mention the names of the days of the week individually. Lead learners to mention and arrange the names of the days of the week in a chronological order. E.g. Monday, Tuesday, etc.	Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board.

Week Ending	31 st January 2020		
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B2.1.8.1.10		
Performance Indicator	Learners can catch a flying ball below the waist		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop personal skills and competencies such as throwing and catching, concentration, precision, coordination strength			
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>Learners jog within demarcated area with their hands stretched sideways to warm their body up.</p> <p>Show pictures people throwing and catching a flying ball below the waist</p>	<p>Learners stand straight, shoulder width apart, with the foot opposite the throwing hand slightly forward after demonstration.</p> <p>Let learners stretch their arms and hands fully forward with fingers spread open.</p> <p>As the ball enters their palms, they flex their elbow joints (withdrawing it backwards) whiles catching the ball simultaneously to reduce the impact.</p> <p>Learners practice the skill, observe and give them feedback.</p> <p>Learners progress at their own pace.</p>	<p>Organize handball game for learners to experience the skill in real-life situation.</p> <p>End the lesson with cool down.</p>