

A dark green vertical bar runs down the left side of the page. A light green arrow points to the right, overlapping the bar.

SAMPLE LESSON NOTES-WEEK 2
BASIC TWO

A series of thin, dark green lines radiate from the bottom left corner, resembling blades of grass or reeds.

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SCHEME OF LEARNING- WEEK 2

BASIC TWO

Name of School.....

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| Week Ending | | | |
| Class | | Two | |
| Subject | | ENGLISH LANGUAGE | |
| Reference | | English Language curriculum Page | |
| Learning Indicator(s) | | B2.1.2.1.1. B2.2.2.1.1 B2.4.3.1.1. B2.5.1.1.2. B2.6.1.1.1 | |
| Performance Indicator | | <p>A. Learners can interpret rhymes and tongue-twisters in own words</p> <p>B. Learners can blend syllables to produce words.</p> <p>C. Learners can copy words in lower and upper case using correct spacing.</p> <p>D. Learners can use capital letters to begin the first words of 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>Have learners recite familiar rhymes.</p> <p><u>ONCE I CAUGHT A FISH ALIVE</u> One, two, three, four, five 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>A. <u>ORAL LANGUAGE</u> (Rhymes Pg.39)</p> <p>Revise some familiar rhymes and tongue-twisters learnt.</p> <p>Select a rhyme from learners.</p> <p>As learners listen and observe, perform the rhyme</p> <p>Recite lines of the rhyme as learners join in and repeat lines after you.</p> <p>Teach the accompanying actions through demonstration.</p> <p>Through questions, have learners interpret the rhymes in their own words.</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. <u>READING</u> (Phonics)</p> <p>Introduce the lesson with a recital that links the letters of the alphabet.</p> <p>Have learners work in pairs, groups or individually to blend syllables to form meaningful words.</p> | <p>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> |

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| | | Use word families as a guide to help build on the words. | |
| Wednesday | <p>Engage learners to play “Back to the Board” game. Display word cards on the teachers table in front of the class.</p> <p>Group class into three or four. Invite each leader from the group in turns to face the class with his/her back to the board. Write a letter on the board for the others to make its sound. The leader then search through the word cards to identify the letter.</p> | <p>C. WRITING (Writing Letters Pg.56)</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. 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>Have learners 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 Capitalization Pg.64)</p> <p>Assist learners to begin sentences with capital letters.</p> <p>For example: i. Kofi is a good boy. ii. The house is beautiful.</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 recite a few rhymes with actions</p> <p>Have a variety of age appropriate books for learners to make a choice from.</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> |

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| Week Ending | | | |
| Class | Two | | |
| Subject | MATHEMATICS | | |
| Reference | Mathematics curriculum Page | | |
| Learning Indicator(s) | B2.1.1.1.1 | | |
| Performance Indicator | Learners can use number names ,counting sequences and how to count to find out how many | | |
| Strand | Number | | |
| Sub strand | Counting, Representation & Cardinality | | |
| Teaching/ Learning Resources | Counters patterns made from manila cards | | |
| Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision | | | |
| DAYS | PHASE I: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| Monday | Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number. | Have learners to Skip count forwards and backwards to and from 1000 respectively by 2s, 5s and 10s, starting at 0 or at multiples of 2, 5, 10, 50 and 100 Have learners to play the odd one out game. Display number cards on the teachers table in front of the class. Arrange and mix up number cards. Call out learners to pick numbers which are odd. Play game in groups to create competition | What have we learnt today? Counting sequence Give learners task to count numbers in sequence that is by 1s and 2s |
| Tuesday | Have learners to write number patterns in the air. Bring handy objects to class, call learners to count them. Now use the “how many” to ask pupils about what they counted Sing songs like: We class one We can count etc. | Have learners to Count to answer “how many?” questions about as many as 100 objects arranged in a line, a grid or a circle; Show that the count of a group of up to 100 objects does not change regardless of the order in which the objects are counted or the arrangement of the objects | Have learners to count how many books , desks, tables ,pencils, crayons, blackboard, rulers, sharpeners, erasers etc. in the classroom |
| Wednesday | Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). | 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 | What have we learnt today? Estimation |

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| | <p>Learners then show their fingers up to show the number.</p> <p>Show learners a chalk box full of chalks.</p> <p>Ask learners to guess the number of chalks and hence introduce the lesson</p> | <p>group of up to 100 objects and justify the choice</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> | <p>Have learners to estimate the number of objects in a small group</p> | | | | | | | | | |
| Thursday | <p>Engage learners in the game.</p> <p>Clap that number (up to 10).</p> <p>Have learners count in unison as they clap the number.</p> | <p>Display a number chart with numbers multiples of say 4 between 0 and 100 and have learners identify numbers in different positions around a given number.</p> <p>Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table border="1" data-bbox="737 730 1086 829"> <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 | | | | | | | | | | |

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| Week Ending | | | |
| Class | Two | | |
| Subject | SCIENCE | | |
| Reference | Science curriculum Page | | |
| Learning Indicator(s) | B2.1.1.1.1 | | |
| Performance Indicator | Learners to know the basic structure of plants (roots, stem, leaves, flowers) | | |
| Strand | Diversity of Matter | | |
| Sub strand | Living And Non Living Things | | |
| Teaching/ Learning Resources | Pictures of Plants and animals in the environment , plastics videos paper, metal woods pencil | | |
| Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision | | | |
| DAYS | PHASE I: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| | Paste a drawing of a structure of tree on the board for learners to explore | Observe pictures or watch a video on different plants Working in groups, learners uproot young plants from school surroundings with the assistance of the teacher and bring them to class Learners examine the plants in groups to identify the basic parts (roots, stem, leaves and flowers) | What have we learnt today? The structure of trees Have learners to summarize the important points of the lesson Give learners task to draw a tree and show its roots, stem, leaves and flowers |
| | Have learners write on a sheet of paper the following The parts of a tree To draw a tree and color it | Learners describe the basic physical features of plants (roots, stem and leaves and flowers) Teacher asks learners some questions: 1) which part of the plant is hidden in the soil? 2) Which part of the plant was seen above the soil? Learners sing songs, rhymes and poems relating to the topic | What have we learnt today? The physical features of trees Have learners to summarize the important points of the lesson Give learners task to draw a tree and show its roots, stem, leaves and flowers |
| | Tell and explain to learners the adage “if the last tree dies, the last man dies” | Learners sing songs, rhymes and poems relating to the topic Teacher asks learners: what will happen if there are no plants in their community. Learners draw and label a plant | What have learnt today? The importance of trees Have learners to summarize the important points of the lesson Have learners to discuss some uses of plants |

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| Week Ending | | | |
| Class | Two | | |
| Subject | OUR WORLD OUR PEOPLE | | |
| Reference | OWOP curriculum Page 19 | | |
| Learning Indicator(s) | B2.1.1.1.1 | | |
| Performance Indicator | Learners can the attributes of god that reveal his nature the sustainer of life | | |
| Strand | All About Us | | |
| Sub strand | Nature of God | | |
| Teaching/ Learning Resources | Pictures, Charts, Video Clips | | |
| Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship | | | |
| DAYS | PHASE I: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| | Tell learners stories about Gods creation. | In groups, learners mention the attributes of God as sustainer of life: i. Giver of rain and sunshine ii. The One who makes plants grow iii. The Giver of air | What have we learnt today? Attributes of god that reveal his nature the sustainer of life. Learners to summarize the important points of the lesson. |
| | Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers | Learners mention these attributes of God in their local languages. Group learners according to their languages. Have learners mention the names of god in their language | Learners mention these attributes of God in their local languages. |
| | Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers | Learners mention these attributes of God in their local languages. Group learners according to their languages. Have learners mention the names of god in their language | Learners mention these attributes of God in their local languages. |

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| Week Ending | | | |
| Class | Two | | |
| Subject | RELIGIOUS & MORAL EDUCATION | | |
| Reference | RME curriculum Page | | |
| Learning Indicator(s) | B2.1.1.1.1 | | |
| Performance Indicator | Learners can mention the attributes of god that reveal his nature | | |
| Strand | God's creation and Attributes | | |
| Sub strand | God the Creator | | |
| Teaching/ Learning Resources | Wall charts, wall words, posters, video clip, etc. | | |
| Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy | | | |
| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| | <p>Start with a related song.</p> <p>My god is so big So strong and so mighty There is nothing my god cannot do.</p> | <p>Group learners into three In groups, lead learners to discuss the attributes of God as the Sustainer of life:</p> <ul style="list-style-type: none"> - Giver of rain and sunshine, - the One who makes plants grow, - The Giver of air, etc. <p>Let learners mention other attributes of God in their local languages.</p> <p>Let learners explain the attributes of God relevant to their daily life, e.g. God gives life, rain and air.</p> | <p>Review the lesson with learners.</p> <p>Ask pupils to summarize the important points in the lesson</p> <p>Ask learners to draw and colure two things god created</p> |

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| Week Ending | | | |
| Class | Two | | |
| Subject | HISTORY | | |
| Reference | History curriculum Page | | |
| Learning Indicator(s) | B2.2.1.1.1 | | |
| Performance Indicator | Learners can identify the ethnic groups in each region of Ghana | | |
| Strand | My Country Ghana | | |
| Sub strand | The People of Ghana | | |
| Teaching/ Learning Resources | A map of Ghana indicating the various ethnic groups. | | |
| Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates | | | |
| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| | Paste a Ghana map showing the administrative regions on the board for to observe Ask to mention any thing they see on the map Have learners to mention the regions in the Ghana | Identify the administrative regions of Ghana Locate the ethnic groups in each region on a map of Ghana | What have we learnt today? The administrative regions in Ghana Group learners into three Display images of the regions in Ghana Learners are to identify from the images the administrative regions |
| | Paste a Ghana map showing the administrative regions on the board for to observe Ask to mention any thing they see on the map | With the aid of a slide / video / TV/internet, identify the regions and ethnic groups in Ghana Match the ethnic groups with their region | Engage learners in the "pupil as teacher" Group learners into three. Appoint learners from each group to summaries the important points of the lesson. |

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| Week Ending | | | |
| Class | Two | | |
| Subject | CREATIVE ARTS | | |
| Reference | Creative Arts curriculum Page 36 | | |
| Learning Indicator(s) | B2 2.1.1.1 | | |
| Performance Indicator | Explore own experiences to talk about performing artworks | | |
| Strand | Performing Arts | | |
| Sub strand | Thinking and Exploring Ideas (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 I: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| | Learners are to watch a short video that reflects topical issues in the local community; Ask learners to talk about parts of the video or pictures that interest them. | Learners are to watch documentaries on the history and culture of people from other parts of Ghana. Identify the history and culture of people from other parts of Ghana by studying their cultural activities such as staple foods, dressing, festivals, buildings, chiefs. Listen to stories told by resource persons or interview leaders of different ethnic groups and associations (e.g. Ga, Ewe, Akan, Dagaare), opinion leaders, traditional rulers. | Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn. |
| | Ask learners questions to review learners understanding in the previous lesson. | Visit historical sites such as centers for national culture, theatres, museums, galleries, festival grounds, studios of performing artists, and performing arts departments of educational institutions. Organize collection of samples to create a 'history learning corner' in the classroom. Draw concepts and ideas from the activities to plan own performing artworks that express the history and culture of the people studied. | Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson. |

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| Week Ending | | | |
| Class | Two | | |
| Subject | GHANAIAN LANGUAGE | | |
| Reference | Ghanaian Language curriculum Page 62 | | |
| Learning Indicator(s) | B2.1.2.1.1-2 | | |
| Performance Indicator | Explore rhymes with correct rhythm. | | |
| Strand | Speaking | | |
| Sub strand | Rhymes | | |
| Teaching/ Learning Resources | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking | | | |
| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| | <p>Have learners to write letter patterns in the air.</p> <p>Engage learners to sing songs and dance to it</p> | <p>Ask learners to sing a popular traditional occupational song.</p> <p>Lead learners to learn how to explore the rhyme with correct rhythm.</p> <p>Lead learners to explore the rhyme with gestures.</p> <p>Call learners individually to explore the rhyme with correct rhythm.</p> <p>Let learners explore a popular rhyme they know.</p> | <p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> |
| | <p>Write a simple word vertically on the board . E.g. C H A I R</p> <p>Invite learners to come up with a word starting with each letter of the vertical word.</p> | <p>Explore a rhyme made up of sounds that pose problems to learners.</p> <p>Teach learners how the rhyme is explored.</p> <p>Let learners explore rhymes with problematic sounds in groups and in pairs.</p> <p>Lead learners to explore the rhyme with gestures.</p> <p>Let learners explore the rhyme individually with gestures.</p> | <p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> |
| | <p>Have learners share what is going on in their lives. You and your learners can talk about plans for the weekend.</p> | <p>Explore a rhyme made up of sounds that pose problems to learners.</p> <p>Teach learners how the rhyme is explored.</p> | <p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> |

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| | | <p>Let learners explore rhymes with problematic sounds in groups and in pairs.</p> <p>Lead learners to explore the rhyme with gestures.</p> <p>Let learners explore the rhyme individually with gestures.</p> | |
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| Week Ending | | | |
| Class | Two | | |
| Subject | PHYSICAL EDUCATION | | |
| Reference | PE curriculum Page 17 | | |
| Learning Indicator(s) | B2.1.2.1.2: | | |
| Performance Indicator | Forward and backward skip without a rope. | | |
| Strand | Motor Skill & Movement Patterns | | |
| Sub strand | Locomotive skills | | |
| Teaching/ Learning Resources | Pictures and Videos | | |
| Core Competencies: Learners develop competencies and personal 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) |
| | Organise the warm-up activities using rats and rabbits. Learners go through specific and general warm ups | From standing position with feet together, jump at spot with double take off and double landing flexed arms rotating at the shoulders clockwise for learners to observe. Guide them to skip on the spot using personal space. Observe learners as they practice and give corrective feedback. Let learners progress at their own pace. Guide learners to cool down by jogging slowly to end the lesson | 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. |