



SAMPLE LESSON NOTES- WEEK ONE (I)
BASIC TWO

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SAMPLE SCHEME OF LEARNING- WEEK ONE (I)

BASIC TWO

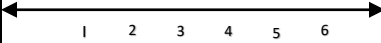
Name of School.....

Week Ending	10 th January, 2020
Class	Two
Subject	ENGLISH LANGUAGE
Reference	English Language curriculum
Learning Indicator(s)	B2.1.5.1.1. B2.2.6.1.1. B2.4.5.1.1. B2.5.5.1.1. B2.6.1.1.1
Performance Indicator	A. Learners can dramatize/role-play stories heard or read B. Learners can read level-appropriate sight words, understand and use many of them in meaningful sentences C. Learners can write simple sentences to express feelings D. Learners can identify and use simple sentences to describe the weather and show quantity and position or order of people and things E. Learners can read a variety of age and level-appropriate books and texts from print and non-print
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 and Leadership Communication and Collaboration	

DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)																																																																											
Monday	Led learners to recite a few rhymes <u>Jack and Jill</u> Jack and Jill went up the hill To fetch a pail of water Jack fell down and broke his crown And Jill came tumbling after	A. <u>ORAL LANGUAGE</u> <i>(Dramatization and Role Play)</i> Have learners select an interesting story heard or read in class. Learners to retell the stories selected. Assessment: Discuss the story and have learners recall main events and characters.	Ask Learners to criticize each character in the story Learners to tell their favorite characters and why																																																																											
Tuesday	Engage learners to play “Get Out Of The Wagon” game. Three words are placed in a wagon/table. Example: <table border="1" style="display: inline-table; margin: 5px;"> <tr> <td>cake</td> <td>rake</td> <td>king</td> </tr> </table> The child determines which word doesn't rhymes and tells it to 'get out of the wagon'	cake	rake	king	<u>B.READING</u> <i>(Vocabulary)</i> Introduce the selected sight words, one at a time, in context and write them on the board. Start from the basic words they already know. Assessment: Have learners repeat the words aloud a number of times.	Paste sight words chart for learners to read and spell each word <table border="1" style="margin: 5px;"> <tr> <td>1</td><td>big</td><td>2</td><td>into</td><td>3</td><td>my</td><td>4</td><td>like</td><td>5</td><td>all</td><td>6</td><td>look</td> </tr> <tr> <td>1</td><td>into</td><td>2</td><td>here</td><td>3</td><td>little</td><td>4</td><td>she</td><td>5</td><td>into</td><td>6</td><td>like</td> </tr> <tr> <td>1</td><td>she</td><td>2</td><td>big</td><td>3</td><td>at</td><td>4</td><td>like</td><td>5</td><td>my</td><td>6</td><td>she</td> </tr> <tr> <td>1</td><td>at</td><td>2</td><td>all</td><td>3</td><td>look</td><td>4</td><td>here</td><td>5</td><td>little</td><td>6</td><td>at</td> </tr> <tr> <td>1</td><td>into</td><td>2</td><td>my</td><td>3</td><td>like</td><td>4</td><td>she</td><td>5</td><td>big</td><td>6</td><td>here</td> </tr> <tr> <td>1</td><td>look</td><td>2</td><td>here</td><td>3</td><td>little</td><td>4</td><td>into</td><td>5</td><td>all</td><td>6</td><td>like</td> </tr> </table>	1	big	2	into	3	my	4	like	5	all	6	look	1	into	2	here	3	little	4	she	5	into	6	like	1	she	2	big	3	at	4	like	5	my	6	she	1	at	2	all	3	look	4	here	5	little	6	at	1	into	2	my	3	like	4	she	5	big	6	here	1	look	2	here	3	little	4	into	5	all	6	like
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<p>Wednesday</p>	<p>Take learners through the creeping activities for them to exercise their wrists</p> <p>Learners to crawl under chairs, through a tunnel or on the field</p> <p>NB: crawling should be done in a clean environment</p>	<p>C. WRITING (Writing simple words)</p> <p>Put learners in groups to share their feelings orally.</p> <p>Let each one write, at least, one sentence to express a feeling, e.g. "I am happy."</p> <p>Encourage learners to write eligibly and clearly in their workbooks.</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 home to write at least 3-worded sentence about themselves</p>
<p>Thursday</p>	<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 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, e.g.: weather - It is cold. Quantity – I have two pens. Position or order of people and things – She is on the first row.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p>
<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	10 th January, 2020		
Class	Two		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 23		
Learning Indicator(s)	B2.1.1.1.5		
Performance Indicator	Learners can represent number quantities up to 1000 in equivalent ways focusing on place value and equality		
Strand	Number		
Sub strand	Counting, Representation And Cardinality		
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	Learners to play the “Ten green bottles sitting on the wall” game. Draw each number on separate cards, starting with the number 1 and ending with the number of the children available to play, and hang them on each child so they all can see it. The children will dance in a circle, holding hands singing the lyrics of the song. They will have to fall down one by one until all of them will lay down, each time they say the verse	Describe the relative size of two or more numbers using model blocks. Example: find the relative size of the following numbers 2 4 3 5 Guide learners to represent each number by its equivalent blocks Learners arrange blocks from the smallest to the highest. Hence 2 , 3, 4 , 5. Assessment: learners solve with more examples	Can someone tell me what we have learnt today? Describing the relative size of numbers using blocks. (applause) Who can tell me the relative size of 15 and 30. 30 is bigger than 15. (applause) Give learners independent or home task to do.
Tuesday	Teacher calls out numbers from 1 to 20 Have learners to write number patterns in the air. Randomly call learners to write a said number on the board	Describe the relative size of two or more numbers using model blocks. Example: find the relative size of the following numbers 20, 53, 67, 16 Let learners explore to begin from smallest to the biggest or from biggest to the smallest	Can someone tell me what we have learnt today? Describing the relative size of numbers using blocks. (applause) Give learners independent or home task to do.
Wednesday	Have learners to form a big circle. Everyone takes turns saying a number starting with 1, 2, 3 and so on. At every number with a 4 in it or a multiple of 4, that person	describe the relative size of two or more numbers using number line. Example: find the relative size of the following numbers 6, 1, 3, 2, 5, 4	Can someone tell me what we have learnt today? Describing the relative size of numbers using number line. (applause)


	<p>needs to say BUZZ instead of the number. The next person just continues the series. For example; 1-2-3-buzz-5-6-7-buzz-9-10-11-buzz-13-14-15-buzz etc.</p> <p>You can choose any number that might be relevant and replace the buzz with another word.</p>	<p>Draw the number line on the board and guide them to represent the numbers on the line</p>  <p>Assessment: Let learners solve several examples to find the relative size of numbers</p>	<p>Give learners independent or home task to do.</p>
Thursday	<p>Engage learners to play the Dice game.</p> <p>Put learners into pairs and give out two dice to each pair.</p> <p>Have a partner to toss the dice and the other add up the two numbers that shows up.</p> <p>Play the game in groups to encourage competition</p>	<p>Represent and describe numbers to 1000 in equivalent ways (e.g., 147 is 3 less than 150, is 7 more than 140, is almost half of 300, is a little larger than 145 but a lot larger than 15, etc.)</p> <p>Assessment: guide learners solve more examples</p>	<p>Review the lesson with learners</p> <p>Give learners independent or home task to do.</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>Represent and describe numbers to 1000 in equivalent ways (e.g., 147 is 3 less than 150, is 7 more than 140, is almost half of 300, is a little larger than 145 but a lot larger than 15, etc.)</p> <p>Assessment: guide learners solve more examples</p>	<p>Review the lesson with learners</p> <p>Give learners independent or home task to do.</p>

Week Ending	10 th 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)
	Led learners to recite few rhymes <u>One little finger</u> 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, HEAD! <i>(continue with the lyrics by pointing to all the body parts)</i>	Learners in a pair-share activity observe their friends critically and talk about the parts they see. Learners draw the visible things they see on their friend Assessment: Let learners label the parts of the body they have drawn	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Teacher moves round to see the progress learners are making on the task given to them
	Led learners to recite few rhymes about the lesson <u>My head my shoulders</u> My head my shoulders, my knees, my toes My head my shoulders, my knees, my toes 2x They all belong to JESUS! (clap)	Learners are engaged to watch an animated video or listen to an animated song or show a picture of the parts of the human body. (Head, neck, eyes, nose, mouth, stomach, legs). Assessment: Have learners to match body parts to their names using sticky papers	Ask learners series of questions to review their understanding of the lesson Let learners read the keywords written on the board
	Led learners to recite few rhymes <u>One little finger</u> One little finger, one little finger, two little fingers Tap, tap, tap Point to the ceiling, Point to the floor, Put them on your eyes, EYES! <i>(continue with the lyrics by pointing to all the body parts)</i>	Using pictures of body parts, demonstrate the functions of each part to learners. Have learners role play some of the functions of the body parts Teach and recite rhymes in relation to the lesson Learners recite the rhymes and dance with actions	Ask learners to talk about what they enjoyed most during the lesson

Week Ending	10 th January, 2020		
Class	Two		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 29		
Learning Indicator(s)	B2.2.3.1.1		
Performance Indicator	Learners can sketch and locate things in the classroom		
Strand	All Around Us		
Sub strand	Map Making And Land Marks		
Teaching/ Learning Resources	Map of Ghana, atlas, Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Creativity a 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)
	Bring different cut out 2D shapes to the classroom. Let learners identify the names and explore with the shapes	Observe the shape of the classroom. Let learners sketch and color the shape of the classroom, e.g. Square, Rectangle, Round. Assessment: Learners share their work for appreciation.	Teacher chips in from time to time to supervise learners progress Ask learners to talk about what they have learnt
	Begin the lesson by sharing a few jokes with learners. Make sure to choose jokes that will get learners attention. Call two learners to share their jokes as well	Have learners to observe and sketch houses, school buildings and other facilities in the community. Assessment: Learners share their work for appreciation	Teacher chips in from time to time to supervise learners progress Ask learners to talk about what they have learnt
	Learners sing songs and recite rhymes to prepare them for the lesson	Learners to use their sketches of things in the community to create a model map. Learners to use their maps to identify things easily in the community	Put learners into groups. Teacher mentions an item in the classroom and learners must tell its position in the class using their maps.

Week Ending	10 th January, 2020		
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 9		
Learning Indicator(s)	B2. 2.1.1.1:		
Performance Indicator	Learners can explain the importance of worship.		
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)
	<p>Group learners according to the religion they belong</p> <p>Have each group sing songs and perform any act of worship of that religion</p>	<p>Engage learners with video clips or pictures of people at worship.</p>   <p>If possible, take learners to the church, mosque or the shrine to observe the mode of worship.</p> <p>Put learners in groups for them to share what they saw in the church or mosque</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Example: why should man worship God?</p> <p>Ask learners to tell the class, what is so special about their religion</p> <p>Have learners to read and spell the key words written on the board</p>

Week Ending	10 th 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. Examples include Kumasi military museum		
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 a few lessons in the previous term	Identify the major historical locations in Ghana. Show and discuss video, documentary, stories or slides 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 Kumasi military museum to learners have learners to observe and talk about the pictures 	Retell the history of these major historical locations in Ghana. Kumasi military museum. The Kumasi fort and military museum is located in the Uaddara barracks in Kumasi. The fort was built in 1820 by the Asantehene, Osei Tutu Kwamina, to resemble the coastal forts which were built by the European merchants. From the 1952 to 1953, after the second world war, the Armed forces of the British colonial government took over the fort and converted it into a museum. Assessment: have learners to search the internet to find more about the Kumasi military museum	Use series of questions to review the understanding of learners. Example: who built the Kumasi military museum? In which year was the Kumasi military museum built? Ask learners to talk about what they enjoyed most during the lesson

Week Ending	10 th January, 2020		
Class	Two		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B2 I.I.I.2		
Performance Indicator	Learners can explore own experiences to talk about visual artworks that are produced or found in other communities in Ghana		
Strand	Visual Arts		
Sub strand	Thinking and Exploring Ideas		
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)
	Learners sing songs and recite rhymes BONWIRE KENTE SONG Akyinkyinakyinkyin ama mahu Akyinkyinakyinkyin ama mahu nneama, Akyinkyinakyinkyin ama mate nsemma, Asante bonwire kente nwene dea, Manhu bi da o, Asante bonwire kente nwene dea, Manhu bi da o, Kwame nim adea yo Ne kente nwono na abo me gye Kro, kro, krohikro, Hi, hi, hi, hi, Krohikro hi krokrokro etc.	Learners talk about visual artworks produced or found in other parts of Ghana, e.g. pots, wood carvings, etc. Bonwire is a town in Ghana, where the most popular cloth in Africa, popularly known as “kente” originated. The kente is worn by the king of the Ashanti kingdom in Ghana and other people on different occasions. It is believed to be invented by two brothers called kuraga and Ameyaw. Their first improved artwork was called “kenten-Ntoma”- Basket cloth. The word kenten was later corrupted to KENTE	Learners talk about what was interesting and made meaning to them in the lesson. Learners retell the history of kente in groups
	Show learners a chart of pictures showing a gallery of kente display. Learners observe and talk about the pictures 	Discuss the materials and tools that were/are used in making these artworks, the processes and production techniques, and how they are used Discuss the theme of the artworks and its social and cultural importance. Assessment: call learners in turns to talk about how kente is made	Learners talk about what was interesting and made meaning to them in the lesson. Learners to use cut out colored papers in weaving

Week Ending	10 th January, 2020		
Class	Two		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 64		
Learning Indicator(s)	B2.1.5.1.1		
Performance Indicator	Learners can dramatize a story and discuss key issues and lessons in the sketch		
Strand	Oral Language		
Sub strand	Dramatization and Role Play		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: 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)
	Put learners into groups Write a list of items on the chalkboard by wrongly spelling them and allow students to self-correct them. Invite one person from each group to write their answers on the board	Tell or read an interesting story to learners. Lead learners to discuss the story in groups. Call the groups to tell the class their thoughts on the story.	Assessment: Ask learners to share their feelings about the roles they played Learners to tell the roles they like to play most
	Engage learners to play the crossword game Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available	Assign roles to learners. Direct learners to dramatize the story. Lead learners through discussions to recognize key issues and lessons in the story.	Assessment: Ask learners to share their feelings about the roles they played Learners to tell the roles they like to play most
	Learners sing songs and recite rhymes to get them ready for the lesson	Learners tell interesting stories and role paly them	Learners appreciate and talk about what interest them most in the lesson

Week Ending	10 th January, 2020		
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B2.1.7.1.7		
Performance Indicator	Learners can strike a ball continuously in an upward or forward motion, using a short-handled paddle (table tennis bat, tennis racket.		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop personal skills and leadership skills they acquire accuracy, precision, coordination strength, balance, courage, patience, teamwork, fair-play, etc. as they practice how to strike light balls upward continuously using a large, short-handled paddle.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Take learners through general specific warm-ups	Learners grip a bat/paddle with both hands. They stand with the foot opposite the throwing hand slightly forward. Learners swing the bat/paddle upward and backward. Learners swing the bat/paddle fast to strike a stationary balloon from down and upward with a follow through (continuous movement of the hand at direction of object movement after striking).	Organize a table tennis game for learners to experience the skill in real-life situation. End the lesson with cool down.