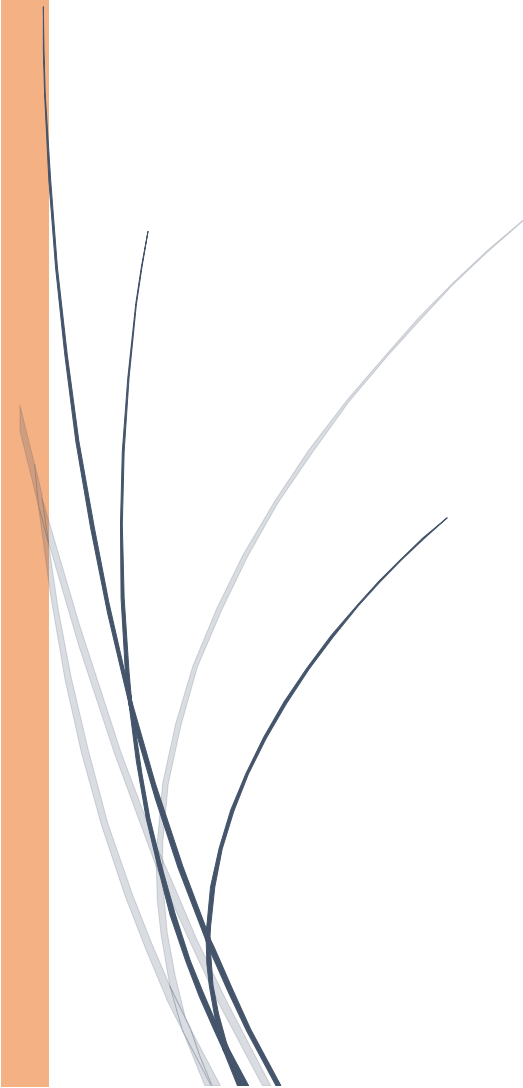




SAMPLE LESSON NOTES-WEEK THREE (3)
BASIC TWO



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SCHEME OF LEARNING- WEEK THREE (3)

BASIC TWO

Name of School.....


Week Ending	24 th January 2020		
Class	Two		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	B2.1.5.1.1. B2.2.6.1.2. B2.4.5.1.2 B2.5.5.1.1. B2.6.1.1.1		
Performance Indicator	<p>A. Learners can dramatize/role-play stories heard or read</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 and Leadership Communication 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>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>A. ORAL LANGUAGE (Dramatization and Role Play)</p> <p>Have learners to perform a sketch from a story heard.</p> <p>Discuss moral values from the story.</p> <p>Assessment: Have learners say whether or not they have enjoyed the drama and why</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Let learners read and spell the keywords written on the board</p>
Tuesday	<p>Engage learners to recite a few rhymes with actions</p> <p><u>GOOSEY GOOSEY GANDER</u> Goosey goosey gander Where shall I wander Upstairs and downstairs And in my lady's chamber There I met an old man Who would not say his prayers I took him by the left leg And threw him down the stairs.</p>	<p>B. READING (Vocabulary)</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>Have learners make their own sentences using these key words.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Let learners read and spell the keywords written on the board</p>

<p>Wednesday</p>	<p>Engage learners to recite a few rhymes with actions</p> <p><u>LITTLE TEA POT</u> I am a little tea pot Standing on the table This is my handle and this is my spout If you want a cup of tea, just pour me out ^{x2}</p>	<p>C.WRITING <i>(Writing simple words)</i></p> <p>Take learners out on a field-trip outside the school to observe things.</p> <p>Discuss the trip and write their observations in simple sentences on the board.</p> <p>e.g. i. There is a blue house near the school. ii. The house is small. iii. I saw a big bus. iv. The bus has a driver. v. A big shop is near the school. vi. Taxi cabs are on the road. etc.</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 task to write at least 3-worded sentence about themselves</p>
<p>Thursday</p>	<p>Engage learners to recite a few rhymes with actions</p> <p><u>POSI, POSI, POSITION</u> Posi, posi, position To the right position <i>responds</i>: posi- posi, position To the left position <i>Responds</i>: posi- posi, position To the front position posi- posi, posi, position To the back posi –posi, posi, position All the four posi- posi, posi, position (4x)</p>	<p>D.WRITING CONVENTIONS & GRAMMAR USAGE <i>(Using qualifying words: adjectives)</i></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 - It is <u>cold</u>.</p> <p>Quantity – I have <u>two</u> pens. I ate <u>four</u> balls of kenkey yesterday.</p> <p>Position or order of people and things – She is on the <u>first</u> 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	24 th January 2020		
Class	Two		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B2.1.2.3.1		
Performance Indicator	Learners can use mental strategies for basic addition facts to 19 and related subtraction facts to 19		
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	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Demonstrate fluency with addition and subtraction-related relationships</p> <p>Name natural numbers e.g. 1,2,3,4,5,6,7.... It could be seen that from 1 we move 2, and then to 3,4,5...</p> <p>This means at every step is added and vice versa 1, 1+1, 2+1, 3+1, 4+1, ... 2-1, 3-1, 4-1, 5-1, 6-1 ...</p> <p>Learners explore multiple as repeated addition e.g. 2={2,4,6,8,10...}</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>
Tuesday	<p>Engage learners to sing the song <u>WE SHALL HAMMER</u></p> <p>•We shall hammer with one hammer (learners to show one hand), hammer with one hammer, hammer with one hammer we all do the same.</p> <p>•We shall hammer with two hammers, hammer with two hammers, and hammer with two hammers we all do the same. (continue to any desired number)</p>	<p>Learners Identify the double of numbers between 1 and 12</p> <p>Call out a number between 1 and 12. Example 3. Learners must call out the double of (2x) of that number. In this case 6 is the answer.</p> <p>Learners to also 'counting up" when adding e.g. Explain that to add 9+2. The learner starts at 9 and counts up to 2. That is. 9,10,11</p> <p>Let Learners practice with more examples 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 individual or home task</p>


<p>Wednesday</p>	<p>Engage learners to play the “I have.....Who has” game.</p> <p>Give out number cards (from 1-20) to learners at random.</p> <p>Learners are to identify numbers based on tally marks, frames, dice, fingers etc.</p> <p>The first child shouts and mention the number on his card and ask for another number. Example, I have 5....Who has 9?</p>	<p>Learners Identify the double of numbers between 1 and 12</p> <p>Call out a number between 1 and 12. Example 3. Learners must call out the double of (2x) of that number. In this case 6 is the answer.</p> <p>Learners to also ‘counting up” when adding e.g. Explain that to add 9+2. The learner starts at 9 and counts up to 2. That is. 9,10,11</p> <p>Let Learners practice with more examples 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 individual or home task</p>
<p>Thursday</p>	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>Guide learners to Add and subtract combinations to 10 quickly and accurately.</p> <p>Call out numbers randomly for learners to add or subtract . e.g. 3+1+3+2+4</p> <p>learners use counting down to solve subtraction (i.e., for 15 - 3, start at the big number, 15, and count on 3 places... 14, 13, 12. The answer is 12.)</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>
<p>Friday</p>	<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 and subtract combinations to 10 quickly and accurately.</p> <p>Call out numbers randomly for learners to add or subtract . e.g. 3+1+3+2+4</p> <p>learners use counting down to solve subtraction (i.e., for 15 - 3, start at the big number, 15, and count on 3 places... 14, 13, 12. The answer is 12.)</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	24 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)
	<p>Use questions and answers to review what they learnt in the previous lesson</p> <p>Example: the mouth is used for.....</p> <p>The hands are used for.....</p> <p>Legs are used for.....</p>	<p>Learners talk about the biological uses of the human body parts in pairs.</p>  <p>Have learners to discuss the uses of the parts of the body.</p>	<p>Use questions and answers to review learners understanding in the lesson.</p>
	<p>Use questions and answers to review the previous lesson with learners</p>	<p>let learners role play with the uses of the parts of the body.</p> <p>Example: "I am called eyes"-the body sees with me.</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p>
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>In groups learners brainstorm and talk about what will happen if some parts of the body are absent or not working well?</p> <p>Let learners act some of scenarios highlighted Example: learners walk with one leg etc.</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p> <p>Use questions and answers to review learners understanding in the lesson</p>

Week Ending	24 th January 2020		
Class	Two		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 10		
Learning Indicator(s)	B2.3.I.I.I.		
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)
	Let learners listen to stories about creation and God. Learners play games to get them ready for the lesson	Take learners to a place of worship such as the church, mosque or the shrine to observe the mode of worship or show pictures videos of the various modes of worship. Learners role play demonstrate/talk about the importance of worship at home, school, church/mosque/shrine.	Ask learners series of questions to review their understanding of the lesson Example: mention the three main religions in Ghana Ask learners to tell the class, what is so special about their religion
	Let learners listen to stories about creation and God. Learners play games to get them ready for the lesson	Learners sing/recite popular religious songs/creed of Christians. Learners to sing or recite some simple verses from the Bible. e.g. The Lord's Prayer	Ask learners to tell the class, what is so special about their religion Have learners to read and spell the key words written on the board
	Let learners listen to stories about creation and God. Learners play games to get them ready for the lesson	Learners sing/recite popular religious songs/creed in the three main religions Muslims and traditionalist Learners to sing or recite some simple verses from the Quran and some sayings from oral tradition. e.g. (ii) Al-Fathila (Islam) (iii) Traditional prayer (ATR)	Ask learners series of questions to review their understanding of the lesson Ask learners to tell the class, what is so special about their religion Have learners to read and spell the key words written on the board

Week Ending	24 th 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 Christianity religion. Call learners to sing songs that they are familiar with. Example: <u>I HAVE A VERY BIG GOD</u> I have a very big God oo, He is always by my side. A very God oo, By my side, by my side Assessment: Let learners sing or recite some simple verses from the Bible.	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	24 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;		
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 Assin Manso slave site to learners  have learners to observe and talk about the pictures	Retell the history of these major historical locations in Ghana. <u>Assin Manso slave site</u> Assin Manso ancestral slave river was one of the largest slave markets for gathering people to sell into slavery during the infamous trans-Atlantic slave trade. Some interesting places at the site is the memorial wall of return and the last bath. Assessment: have learners to search the internet to find more about the Assin Manso slave site	Use series of questions to review the understanding of learners. Ask learners to talk about what they enjoyed most during the lesson

Week Ending	24 th January 2020		
Class	Two		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B2 1.2.2.2 B2 1.2.3.2		
Performance Indicator	Learners can make decisions to create own artworks from imagination, based on visual artworks produced or found in other communities in Ghana		
Strand	Visual Arts		
Sub strand	Planning, Making and Composing		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
Core Competencies: Decision Making Creativity 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 to sing songs and play games to get them ready for the lesson Show pictures of visual artworks to learners for them to observe and talk about them	Learners are to explore the local environment to select available materials and tools that are good for making artworks. Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make clay pot. Demonstrate and guide learners to make a simple clay pot	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	Learners to sing songs and play games to get them ready for the lesson	Allow learners to practice in groups following the steps provided Learners to discuss and compare their artworks to the artworks studied.	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson

Week Ending	24 th January 2020
Class	Two
Subject	GHANAIAI LANGUAGE
Reference	Ghanaian Language curriculum Page
Learning Indicator(s)	B2.1.7.1.1-3
Performance Indicator	Narrate an experience at the market, hospital and school
Strand	Oral Language (Listening and Speaking)
Sub strand	Talking about Oneself, Family, People and Places
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)
	<p>Share an interesting story with learners about yourself.</p> <p>Call a learner to share his/her story to the whole class.</p>	<p>Show a picture of a market to learners.</p> <p>Discuss the picture with learners.</p> <p>Discuss what goes on at the market with learners.</p> <p>Assessment: Ask learners to tell their experiences at the market.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p>
	<p>Divide the class into groups. Share pieces of papers to each group. Each group is supposed to write three questions on the previous lesson. Have the group's exchange the papers and solve the questions on them. The first group to get every question correct wins!</p>	<p>Show a picture of a hospital to learners.</p> <p>Discuss the picture with learners.</p> <p>Discuss what goes on at the hospital with learners.</p> <p>Assessment: Ask learners to tell their experience at the hospital.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p>
	<p>Put learners into pairs.</p> <p>Learners must tell 3 facts about themselves to their partner. Two of them should be true, and one should be lie.</p> <p>The other partner have to find out which one is the lie.</p>	<p>Let learners talk about their homes.</p> <p>Show a picture of a school to learners.</p> <p>Let learners talk about the picture.</p> <p>Discuss what goes on at the school with learners.</p> <p>Assessment: Ask learners to tell their experiences at school.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>

Week Ending	24 th January 2020		
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B2.1.8.1.9:		
Performance Indicator	Learners can throw a ball to a partner using the underhand, overhand and sidearm throw pattern		
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)
	Take learners through general and specific warm ups.	<p>After warm-ups pick up a ball and stand shoulder width apart.</p> <p>Extent the arm with the ball above the head as you step forward with the opposite leg.</p> <p>Swing the extended arm forward to throw the ball over the hand.</p> <p>Learners to practice the skill and give them feedback.</p> <p>Use the earlier stance pattern but this time stretch the throwing arm down and flex the trunk sideways toward the throwing arm.</p> <p>Swing the hand quickly and forcefully to throw the ball forward whiles extending the trunk upward and forward.</p> <p>Learners practice the skill, observe and give them feedback.</p>	<p>Organize handball game for learners to experience the skill in real-life situation.</p> <p>End the lesson with cool down.</p>