



SAMPLE LESSON NOTES-WEEK 5
BASIC TWO

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SCHEME OF LEARNING- WEEK 5

BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B1.1. 6.1.1. B1.2.6.1.1. B1.4.5.1.1. B1.5. 5.1.1. B2.6.1.1.1	
Performance Indicator		<p>A. Learners can use appropriate greetings for different times of the day</p> <p>B. Learners can read level-appropriate sight words and use many of them in meaningful sentences</p> <p>C. Learners can make a list of objects in the school</p> <p>D. Learners can identify adjectives and use them to describe self and other people</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>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>ONE POTATO, TWO POTATOES</u> One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p> <p>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more</p>	<p>A. ORAL LANGUAGE (Conversation Pg.8)</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 the correct responses to these greetings.</p> <p>Let learners take turns to demonstrate greetings at different times of the day and also practice the appropriate responses.</p> <p>Discuss the importance of greetings</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to play “Read-Cover- Write” game.</p> <p>Put word cards on the table, floor or a bowl. A pupil picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book.</p> <p>He then picks the card again and show it to the class. The class checks to see if the word is correct.</p>	<p>B. READING (Vocabulary Pg.23)</p> <p>Introduce the appropriate sight words beginning with the commonest. Write them on the board, e.g. chair, table, child, etc.</p> <p>Use the word “tree” to teach the sight words.</p> <p>Have learners repeat the words aloud.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

	<p>The student with the correct number of words wins the game.</p>	<p>Tell a story and have learners identify sight words in the story.</p> <p>Have learners use the sight words in meaningful sentences, e.g. determiners - the: The boy is my friend.</p>	
Wednesday	<p>Ask children to choose any 4 letters and write them in their books/on the floor.</p> <p>The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.</p> <p>The first child to cross out all 4 of their letters shouts BINGO!! and is the winner. This can also be played with high frequency words that the children know.</p>	<p>C. <u>WRITING</u> (Writing Sentences Pg.32)</p> <p>Guide learners with questions to talk about the various areas or places in the school e.g. head teacher's office, canteen etc.</p> <p>Put learners into groups. Let each group choose a name for their group and an area or place they want to work on.</p> <p>Let each group list the objects found in the place of their choice.</p> <p>Have a big chart on the wall and copy their lists on the chart. Let groups take turns to edit their work.</p> <p>Let learners copy the edited words into their books</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Engage learners to play the classroom ghost game. Teacher scatters objects in the classroom assuming it's a ghost. Example you could place some textbooks on the floor, put a pen on the window sill, etc.</p> <p>Put learners into pairs to make a note of what the ghost has moved around</p> <p>Example the books are the floor but they should be in the cupboard.</p>	<p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Adjectives Pg.36)</p> <p>Have learners read level-appropriate texts describing people.</p> <p>Put learners in groups to discuss the texts read. Provide questions to help them identify the descriptive words.</p> <p>Have learners write simple sentences to describe themselves, using the descriptive words identified.</p> <p>Have learners write parallel sentences to describe their friends</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Have a variety of age and level-appropriate books for learners to make a choice.</p> <p>Guide learners to select books.</p>	<p>C. <u>EXTENSIVE READING</u></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			
Class	Two		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 24		
Learning Indicator(s)	B2.1.2.1.1		
Performance Indicator	Use conceptual understanding of addition and subtraction to add, and subtract numbers to 100		
Strand	Number		
Sub strand	Number Operations		
Teaching/ Learning Resources	Counters patterns made from manila card		
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>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>Add a given set of numbers in two different ways.</p> <p>e.g. $35 + 54$ and $54 + 35$</p> <p>or $18 + 12 + 3$</p> <p>and</p> <p>$3 + 18 + 12$</p> <p>Let learners understand by explaining why the order in which numbers are added does not change the sum.</p> <p>Give learners a set of numbers to add at their own pace. Encourage others by helping them to add.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u></p> <p>We class two</p> <p>We can count</p> <p>We count 1,2,3,4,5</p> <p>We count 6,7,8,9,10</p> <p>We class two can count very well.</p>	<p>Introduce learners to the concept of zero.</p> <p>Let learners understand that zero is a number which represent "nothing"</p> <p>Explain to learners why the difference or sum of two numbers is the same as the initial number when 0 is added or subtracted from that number.</p> <p>e.g., why $27 + 0 = 27$</p> <p>or $55 - 0 = 55$</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

<p>Wednesday</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>Guide learners to match a word problem to a missing addend e.g., $34 + \underline{\quad} = 57$</p> <p>Guide learners to match a word problem to a missing subtrahend e.g. $27 - \underline{\quad} = 24$</p> <p>Guide learners to match a word problem to a missing minuend e.g. $\underline{\quad} - 54 = 63$</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</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>Create an addition or subtraction number sentence and word problem for a number up to 100</p> <p>Example: Given the solution 53, create an addition or subtraction sentence with an answer of 53 and a corresponding word problem.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

Week Ending			
Class	Two		
Subject	SCIENCE		
Reference	Science curriculum Page 37		
Learning Indicator(s)	B2.1.2.1.1		
Performance Indicator	Know the common properties of materials such as soft, hard, rough, smooth, opaque, transparent, bendable		
Strand	Diversity of Matter		
Sub strand	Materials		
Teaching/ Learning Resources	Metals, woods plastics soil stones paper pencil crayons		
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)
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Learners collect and bring a variety of everyday materials from the home, school and community.</p> <p>Materials should include items such as <i>cotton wool, pieces of cloths, pieces of paper, cardboard, wood, plastics, polythene bags, soil samples, marbles, chalk, crayon, pen, straws.</i></p> <p>Learners sort and group the materials based on texture (hard or soft), and size (big or small).</p> <p>Group materials into those that they can see through (transparent) and those that we cannot see through (opaque) with the teacher's assistance</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Play games, sing songs and recite familiar rhymes to begin the lesson.</p> <p>Using questions and answers, revise with learners on the previous lesson.</p>	<p>Provide materials that can bend, for learners to observe.</p> <p>Learners feel and draw materials that are hard, soft, smooth, etc.</p> <p>Learners display their drawings in class for discussion.</p> <p>Know that the properties of a given material enable it to be used for making certain products, e.g. clay is used for making pots because it can be moulded without breaking, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending	
Class	Two
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 21
Learning Indicator(s)	B2.1.3.1.1.
Performance Indicator	Identify the role and responsibilities of the individual members of the family
Strand	All About Us
Sub strand	My Family & the community
Teaching/ Learning Resources	Pictures, Charts, Video Clips
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving 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>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Learners, in turns, talk about their roles in the house. Example: Children run errands, performing house chores,</p> <p>Engage learners to role play some of the roles in the house.</p> <p>Let learners identify the roles of their parents in the family: Example: Parents provide shelter, food, security and education for their children, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Play games, sing songs and recite familiar rhymes to begin the lesson.</p> <p>Using questions and answers, revise with learners on the previous lesson.</p>	<p>Learners, in turns, talk about their roles in the school. Example: Children run errands, learning, etc.</p> <p>Engage learners to role play some of the roles in the school.</p> <p>Let learners identify the roles of people in the community. Example: Police protects people, Doctors care for the sick, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Learners role play the functions of the various members in the family and the community, e.g. learners play the role of a father, mother, police, doctor, teacher, etc.</p> <p>Teacher encourages learners to undertake their routine responsibilities without being commanded or prompted</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>


Week Ending			
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 7		
Learning Indicator(s)	B2.1.2.1.1		
Performance Indicator	Explain the importance of the environment.		
Strand	God's creation and Attributes		
Sub strand	The Environment		
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>Play games, sing songs and recite familiar rhymes to begin the lesson.</p> <p>Using questions and answers, revise with learners on the previous lesson.</p>	<p>Take a nature walk of the school environment with learners to observe:</p> <p>- <i>things of natural existence (objects God created): trees, stones, animals, etc.,</i></p> <p>- <i>things created by humankind: buildings, cars, tables, chairs, etc.</i></p> <p>In groups, let learners examine things made by humankind and identify the materials used in making the things.</p> <p>Guide learners to talk about the importance of the environment.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending	
Class	Two
Subject	HISTORY
Reference	History curriculum Page 10
Learning Indicator(s)	B2.2.1.1.1
Performance Indicator	Identify the ethnic groups in each region in Ghana
Strand	My Country Ghana
Sub strand	The People of Ghana
Teaching/ Learning Resources	A map of Ghana tracing the migration route of the 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)
	<p>Play games, sing songs and recite familiar rhymes to begin the lesson.</p> <p>Using questions and answers, revise with learners on the previous lesson.</p>	<p>Revise with learners on the sixteen administrative regions and their capitals in Ghana.</p> <p>Call learners randomly for them to tell the regions they were born.</p> <p>Base on learners responses to introduce the Akan ethnic group.</p> <p>Find out from learners the language, cloths and food by the Akans.</p> <p>With the Aid of a Ghana map, guide learners to locate the regions that make up the Akan ethnic group.</p> <p>Show pictures or video on some practices of the Akan ethnic group.</p> <p>Discuss the Akan Ethnic group with learners.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending	
Class	Two
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B2.1.3.4.1 B2.1.3.5.1
Performance Indicator	Plan for a display of own artworks that reflect the history and culture or way of life of people in other Ghanaian communities
Strand	Visual Arts
Sub strand	Displaying and Sharing (Visual 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 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>Engage learners to play games, sing songs and recite rhymes to begin the lesson.</p> <p>Using questions and answers review learners on the previous lesson.</p>	<p>Learners are to watch a short video or exhibition of artworks of people in other Ghanaian communities;</p>  <p>Discuss the need for displaying portfolio of own visual artworks.</p> <p>Plan a display of portfolio of own visual artworks to share ideas, educate and inform the public on the history and culture of other people in Ghana</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>
	<p>Engage learners to play games, sing songs and recite rhymes to begin the lesson.</p> <p>Using questions and answers review learners on the previous lesson.</p>	<p>Guide learners to make artworks on their own. It may include paintings, collage, paper work, drawings etc.</p> <p>Go round the class to ensure that learners are following the right orders.</p> <p>Learners to display portfolio of own visual artworks to educate and inform the public on the history and culture of people in the local community</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>

Week Ending			
Class	Two		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 72		
Learning Indicator(s)	B2.2.4.1.1-3		
Performance Indicator	Use alphabetic knowledge to Blend syllables to produce simple words decode words.		
Strand	Reading		
Sub strand	Phonics: letter & sound knowledge		
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)
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Let learners explore a rhyme. Write some syllables on a manila card and show it to learners. Lead learners to read the syllables. Lead learners to blend syllables to produce simple words.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Have learners to write letter patterns in the air. Engage learners to sing songs and dance to it	Revise the letters of the alphabet with learners. Write some words on a manila card and assist learners to use alphabetic knowledge to decode the words.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Write some simple sentences on the board. Lead learners to read the sentences. Call learners to read the simple sentences on the board as a group. Let learners read the sentences individually and correct them where necessary.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending			
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B2.1.5.1.5:		
Performance Indicator	Learners can transfer weight from feet to hands and from hands to feet, landing with control.		
Strand	Motor skills and movement pattern		
Sub strand	Rhythmic skills		
Teaching/ Learning Resources	Videos and pictures		
Core Competencies: Competencies and skills such as strength, balance, tolerance, patience, 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)
	Take learners through general and specific warm ups.	<p>Learners stand shoulder width apart.</p> <p>Let them transfer weight from the feet to the hands sideways by bending the trunk laterally and placing the hand on the ground after warm-ups and demonstration.</p> <p>Transfer weight momentarily from feet to one hand to the other in hand stand position.</p> <p>This process is continuous rotational movement of the body through landing on both feet and back to standing position with control (cartwheel).</p> <p>Learners practice with support and feedback.</p> <p>Allow learners to progress at their own pace.</p>	<p>Have learners to practice individually and in groups.</p> <p>Help those who finds it difficult and help them</p> <p>Assessment: Organize mini game for learners for fun and enjoyment.</p> <p>Take learners through cool down to end the lesson</p>