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SAMPLE LESSON NOTES-WEEK I
BASIC TWO

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SCHEME OF LEARNING- WEEK I

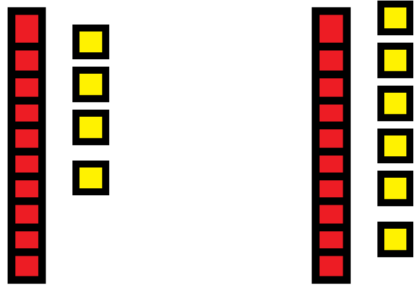
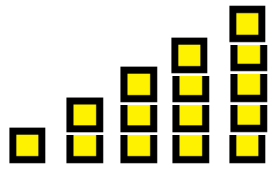
BASIC TWO

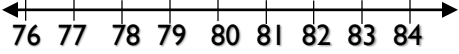

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.7.1.4. B2.2.7.1.2. B2.4.7.1.1. B2.5.9.1.1. B2.6.1.1.1	
Performance Indicator		<p>A. Learners can share facts from texts heard with a partner, groups or the teacher</p> <p>B. Learners can ask and answer factual and inferential questions about level appropriate texts</p> <p>C. Learners can write or copy correct sentences from substitution tables</p> <p>D. Learners can identify the structure of simple 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>Led learners to recite a few rhymes</p> <p>Jack and Jill 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</p>	<p style="text-align: center;">A. ORAL LANGUAGE (Listening Comprehension Pg.43)</p> <p>Read an information text aloud to learners, using the KWL Strategy.</p> <p>KWL Strategy: Before reading, have learners think-pair-share and talk about what they already know(K) about the title of the text.</p> <p>Have learners ask questions about what they want to know (W).</p> <p>While you read the text, pause often to give the children the chance to share what they have learned or answer the questions they have asked before reading.</p> <p>After the reading, have learners share what they have learned.</p> <p>Put learners in groups to share facts from the text heard.</p>	<p>Ask learners to mention the names of their favorite characters in the story and why?</p> <p>Have learners to read and spell the key words on the board</p>
Tuesday	<p>Engage learners to play “Get Out Of The Wagon” game.</p> <p>Three words are placed in a wagon/table. Example:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px;">cake</div> <div style="border: 1px solid black; padding: 2px 5px;">rake</div> <div style="border: 1px solid black; padding: 2px 5px;">king</div> </div>	<p style="text-align: center;">D. READING (Vocabulary Pg. 52)</p> <p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>

	The child determines which word doesn't rhyme and tells it to 'get out of the wagon'	Learners to read level appropriate texts independently, with minimal support from peers or teacher. Encourage them to ask and answer factual and inferential questions about the texts to enhance comprehension. Provide feedback to learners where necessary.											
Wednesday	Take learners through the creeping activities for them to exercise their wrists Learners to crawl under chairs, through a tunnel or on the field NB: crawling should be done in a clean environment	C. WRITING <i>(Controlled Writing Pg.61)</i> Have a simple 3-4 column substitution table on the board. <table border="1" data-bbox="721 548 1081 674"> <tr> <td>I</td> <td>Sing</td> <td rowspan="3">at</td> <td>Home</td> </tr> <tr> <td>We</td> <td>Play</td> <td>School</td> </tr> <tr> <td>The boys</td> <td>read</td> <td>The park</td> </tr> </table> Have learners identify the words that make up the table. With an example, let learners form sentences from the substitution table. Let learners read out their sentences and write down their sentences in their books.	I	Sing	at	Home	We	Play	School	The boys	read	The park	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. Have learners to read and spell the key words on the board
I	Sing	at	Home										
We	Play		School										
The boys	read		The park										
Thursday	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.	D. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Using Simple Sentences. Page 67)</i> Use context to help learners identify the structure of simple sentences. Yaw came. (Name) + (Doing word) Musa ate. Let learners construct simple sentences verbally. Write simple sentences on the board for learners determine its component. Example: Joe waited for the train. "Joe"= subject "waited"=verb	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. Have learners to read and spell the key words on the board										
Friday	Have a variety of age and level-appropriate books for learners to make a choice. Guide learners to select books.	C. EXTENSIVE READING Use the Author's chair to introduce the reading/ library time. Introduce narratives, pop-up and flip-the-page texts to learners. Introduce e-books to learners, if available.	Call learners in turns to tell the whole class what they read. Let Learners draw parts of the story they read										

Week Ending	
Class	Two
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 23
Learning Indicator(s)	B2.1.1.1.6
Performance Indicator	Learners can use place value to compare and order whole numbers up to 100 using comparative language, numbers, and symbols (>, <, or =).
Strand	Number
Sub strand	Counting, Representation And Cardinality
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, Bundle of sticks
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>Learners to play the “Ten green bottles sitting on the wall” game.</p> <p>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.</p> <p>The children will dance in a circle, holding hands singing the lyrics of the song.</p> <p>They will have to fall down one by one until all of them will lay down, each time they say the verse</p>	<p>Guide learners to identify which of two given numbers is bigger (or smaller), explain why, and represent the relationship using the symbols “<” and “>”</p> <p>e.g. Count and compare.</p>  <p>Have learners to count each set and write them under each.</p> <p>Learners after counting to use <, > to compare the numbers.</p> <p>14 < 16</p> <p>Assessment: let learners solve several examples.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Tuesday	<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>Put a small group of numbers in increasing or decreasing order and justify the order using place value.</p> <p>e.g. grouping numbers in increasing order.</p> <p>1,2,3,4,5</p> 	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>


<p>Wednesday</p>	<p>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 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>Let learners identify the missing numbers in a section of number line from 1 to 100 or in a hundreds chart and justifying the answer using place value. e.g. draw a number line on the board and label the marks</p>  <p>explain to learners that the numbers are arranged in order. That is 77 is just before 78, 79 is between 78 and 80. 81 is just after 80.</p> <p>Now let learners write the number that is just before, just after and between. Example:</p> 	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
<p>Thursday</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>Let learners solve word problems that involve comparing quantities up to 100 e.g. Ahmed has 23 chickens. Amina has 46. What can you say?</p> <p style="text-align: center;">23 chickens < 46 chickens</p> <p>Assessment: let learners solve several examples</p>	<p>Ask learners to tell you what they have learnt</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>Let learners solve word problems that involve comparing quantities up to 100 e.g. Johnson has 3 mangoes, Adwoa has 7. what can you say?)</p> <p style="text-align: center;">3 mangoes < 7 mangoes</p> <p>Assessment: let learners solve several examples</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending			
Class	Two		
Subject	SCIENCE		
Reference	Science curriculum Page 44		
Learning Indicator(s)	B2.5.1.1.1		
Performance Indicator	Explain how to keep the body clean and describe why it is important		
Strand	Humans and the Environment		
Sub strand	Personal Hygiene And Sanitation		
Teaching/ Learning Resources	Brooms, long brushes, rake, cutlass, hoe etc.		
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>Show pictures or video of simple personal hygiene practices to learners.</p> <p>Let learners observe the pictures and talk about them.</p> <p>Let learners relate to the pictures and tell which they find pleasant and difficult doing.</p>	<p>Brainstorm from learners the meaning of personal hygiene.</p> <p>Write each opinion on the board for further discussion. Ensure reinforce and encourage individual ideas.</p> <p>Let learners mention some personal hygiene rules they know.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Let learners mention some activities they undertake with their fingers and explain to them why it is important to keep the finger nails clean.</p> <p>Elaborate on the effects of keeping finger nails and hair unclean.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Display items for trimming of hair and nails on the teachers table.</p> <p>Ask learners to identify the names of the items and tell the use of them.</p> <p>Demonstrate the use of the items as learners observe.</p> <p>Call learners in groups to demonstrate how to use items for trimming of hair and nails correctly.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>

Week Ending	
Class	Two
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 33
Learning Indicator(s)	B2.4.3.1.1.
Performance Indicator	Learners can describe ways of conserving energy in the home, school and community
Strand	Our Nation Ghana
Sub strand	Responsible Use Of Resources
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>Led learners to recite few rhymes</p> <p><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></p>	<p>Guide learners, through questions and answers, to explain energy conservation e.g. the prevention of the wasteful usage of energy.</p> <p>Guide learners, through think-pair-share, to talk about strategies for energy conservation, e.g. • <i>using solar or wind energy instead of petroleum,</i> • <i>making efforts to reduce the consumption of energy (e.g. turning off lights when leaving the room and</i> • <i>recycling plastics or paper, using more natural light from the sun).</i></p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Led learners to recite few rhymes about the lesson</p> <p><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)</p>	<p>Through pictures and charts, let learners in groups discuss the strategies of energy conservation. e.g. • <i>using solar or wind energy instead of petroleum,</i> • <i>making efforts to reduce the consumption of energy (e.g. turning off lights when leaving the room and</i> • <i>recycling plastics or paper, using more natural light from the sun).</i></p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Learners to describe conserving energy in their homes or in the community, using small group drama.</p> <p>Assign and share roles to learners to perform a drama on energy conservation.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>

Week Ending			
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 12		
Learning Indicator(s)	B2. 4.1.1.1:		
Performance Indicator	Learners can identify things that families do to show their commitment to God.		
Strand	The Family and the Community		
Sub strand	Roles And Relationships		
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>Call learners in turns or in groups to sing religious songs they are familiar with.</p> <p>Let learners share what they learnt in the previous Sunday school service to the whole class.</p>	<p>Let learners mention the religious activities their families perform: e.g. morning devotion, going to church, mosque or the shrine.</p> <p>Let learners in groups, identify the number of times religious activities are performed during the day, week and occasionally.</p> <p>Group learners according to their religious background if available.</p> <p>Let learners tell how many times Christians, Muslims pray and role-play them.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending			
Class	Two		
Subject	HISTORY		
Reference	History curriculum Page 12		
Learning Indicator(s)	B2.2.5.1.1.		
Performance Indicator	Identify Ghanaian women who have made significant contributions to national development		
Strand	My Country Ghana		
Sub strand	Some Selected Individuals		
Teaching/ Learning Resources	Pictures of some outstanding Entrepreneurs in Ghana		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
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)
	<p>Review learners understanding in the previous lesson using questions and answers.</p> <p>Show pictures of Justice Joyce Bamford-Addo to learners for to talk about it</p>  <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Guide learners to name some outstanding women in the history of Ghana e.g. Justice Joyce Bamford-Addo – First female Speaker of Parliament</p> <p><u>JOYCE BAMFORD-ADDO</u> Joyce Bamford-Addo was born in 1937. She joined the inner temple to train under the apprenticeship system known as inns of court and was called to the English bar and Ghana bar in 1961 and 1962. She worked as state attorney from 1963 and rose to become Chief State Attorney in 1973. Following the 2008 presidential and parliamentary elections, she was elected unopposed as the speaker of the fourth parliament of the fourth republic of Ghana, making her the first female speaker of parliament.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Using pictures, let learners retell the contributions of Joyce Bamford-Addo to national development</p> <p>Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending	
Class	Two
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B2. 1.1.1.3
Performance Indicator	Learners can reflect on own experiences to talk about visual artworks that reflect the natural and manmade environments 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, Innovation Communication Collaboration Digital Literacy

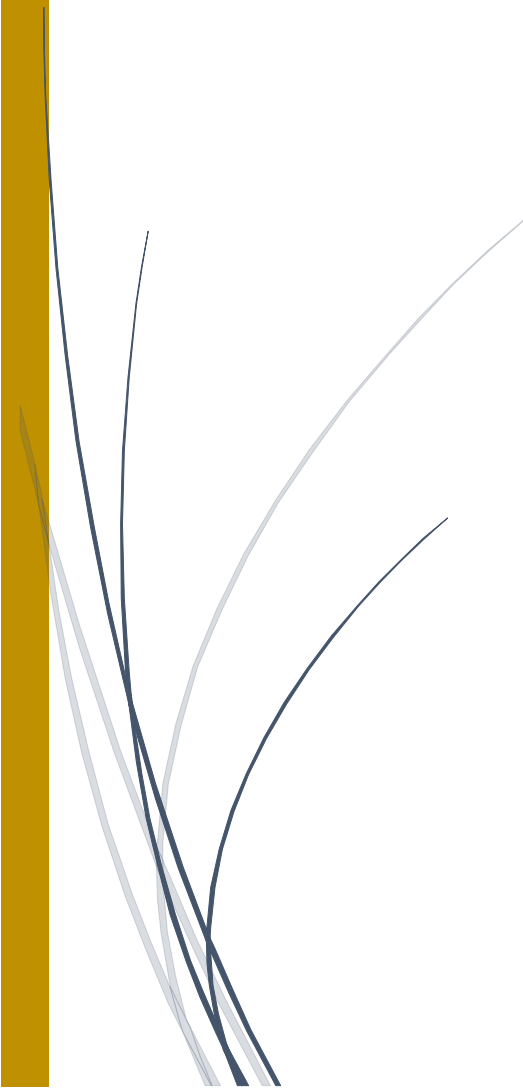
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Learners sing song and recite rhymes about work.</p> <p>Show pictures of earthenware for learners to observe and talk about them</p> 	<p>Learners to talk about visual artworks (including drawings, clay pots, posters, wood carvings, calendars) they know of or have seen in the community;</p> <p>Kwahu Nsaba is a town in the kwahu west district located along the Accra-Kumasi road. It is noted for its large production of earthen ware popularly known as "ayiwa" in the local dialect. The production of 'ayiwa' has been the main work for the people in this community. This artwork is used by majority for eating. The use of 'ayiwa' can be traced back to the ancient times, when there were no bowls and plates. Etc.</p>	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p> <p>Learners retell the history of "ayiwa" in groups</p>
	<p>Learners sing song and recite rhymes about work.</p> <p>Show pictures of earthenware for learners to observe and talk about them</p>	<p>Let learners look at pictures of different earthenware and other artworks(what is applicable in your community)</p> <p>Take learners on a field trip to observe the making of earthen wares.</p> <p>Assessment: call learners in turns to talk about how earthenware are made.</p>	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p>

Week Ending			
Class	Two		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 66		
Learning Indicator(s)	B2.1.8.1.1-2		
Performance Indicator	Learners can recount what a story is about and answer simple questions on the story.		
Strand	Oral Language		
Sub strand	Listening Comprehension		
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>Put learners into groups</p> <p>Write a list of items on the chalkboard by wrongly spelling them and allow students to self-correct them.</p> <p>Invite one person from each group to write their answers on the board</p>	<p>Revise the lesson on learners' experiences at the market, school and palace.</p> <p>Tell learners an interesting story. Lead them to discuss the story.</p> <p>Let learners tell what the story is about.</p> <p>Ask questions based on the story for learners to answer. E.g.: -What is the story about? -Mention a character in the story. -Where did the story take place?</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to play the crossword game</p> <p>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</p>	<p>Revise the lesson on learners' experiences at the market, school and palace.</p> <p>Tell learners an interesting story. Lead them to discuss the story.</p> <p>Let learners tell what the story is about.</p> <p>Ask questions based on the story for learners to answer. E.g.: -What is the story about? -Mention a character in the story. -Where did the story take place?</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Write some key words of the story you told.</p> <p>Let learners discuss the meaning of some of the key words contextually.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 21		
Learning Indicator(s)	B2.1.10.1.13:		
Performance Indicator	Learners can demonstrate the different effects of varying arm and hand speeds when hand-dribbling a ball.		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners will develop these such as agility, concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fair-play			
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 go through the general and specific warm-up activities.	Learners bounce balls (dribble) from one point to the other with varying speed. Help learners to understand that varying the arms and hands speed enables the player to control his or her movement. Observe learners practice and give them corrective feedback for improvement.	Organize a mini handball or basketball game for learners to apply the skill in real life situation with fun and enjoyment. End lesson with slow jogging to aid fast recovery.

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SAMPLE LESSON NOTES-WEEK 2
BASIC TWO

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SCHEME OF LEARNING- WEEK 2

BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.8.1.1. B2.2.7.1.3. B2.4.7.2.1. B2.5.9.1.1. B2.6.1.1.1	
Performance Indicator		<p>A. Learners can use appropriate pronunciation and intonation in asking and answering wh – questions</p> <p>B. Learners can retell level-appropriate texts in own words</p> <p>C. Learners can re-arrange jumbled sentences logically</p> <p>D. Learners can identify the structure of simple 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>Engage learners to play some phonic games. Example: Write or print vocabulary words on cards with numbers on them. Paste these cards randomly on the classroom wall.</p> <p>Put learners in groups and ask them to make a list of the words. The group with the most words wins.</p>	<p>A. ORAL LANGUAGE (Asking and Answering Questions)</p> <p>Revise Yes/No questions and have learners answer some such question</p> <p>Ask Wh questions and have learners answer them. Ask them to say what is common to all the questions introduced by Wh words (what? when? why? how?). e.g. Why did you eat her food?</p> <p>Guide learners to use appropriate pronunciation and intonation in asking and answering simple Wh – questions in pairs. One asks a Wh question and the other answers. They then reverse roles.</p> <p>Let learners write out simple Wh – questions on their own.</p>	<p>Have learners to use new words learnt in conversation.</p> <p>Give learners task to answer Wh-questions in their workbooks.</p> <p>If possible, mark learners work and give them feedback where necessary.</p>
Tuesday	<p>Have learners to the alphabet song and dance to it.</p> <p>Have them perform the action for each letter sound.</p>	<p>B. READING (Comprehension)</p> <p>Revise some previous stories told.</p> <p>Have learners retell a story using simple herring-bone strategies.</p>	<p>Using guided questions, have learners answer some questions based on the story read.</p> <p>Have learners summarize the story orally in pairs.</p>
Wednesday	<p>Have learners spell two letter words in their books or orally.</p>	<p>C. WRITING (Using Simple and Compound Sentences)</p>	<p>Ask learners to tell you what they have learnt.</p>

	Write all the words on the board for learners to read and spell the aloud.	Tell/Read an interesting story to learners. Let them retell the story. Jumble up the sentences making up the story and ask learners to re-arrange them.	Give support to those who were not able to rearrange the story sentences. Have them to re work if possible.
Thursday	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.	D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Using Simple Sentences. Page 67)</i> Use context to help learners identify the structure of simple sentences. Yaw came. (Name) + (Doing word) Musa ate. Let learners construct simple sentences verbally. Write simple sentences on the board for learners determine its component. Example: Joe waited for the train. "Joe"= subject "waited"=verb	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. Have learners to read and spell the key words on the board
Friday	Have a variety of age and level-appropriate books for learners to make a choice. Guide learners to select books.	C. <u>EXTENSIVE READING</u> Use the Author's chair to introduce the reading/ library time. Introduce narratives, pop-up and flip-the-page texts to learners. Introduce e-books to learners, if available.	Call learners in turns to tell the whole class what they read. Let Learners draw parts of the story they read

Week Ending			
Class	Two		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 23		
Learning Indicator(s)	B2.1.1.1.6		
Performance Indicator	Learners can use place value to compare and order whole numbers up to 100 using comparative language, numbers, and symbols ($>$, $<$, or $=$).		
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	<p>Play games and sing songs to begin the lesson.</p> <p>Have learners to solve some examples to review their understanding of the previous lesson</p>	<p>Guide learners to Identify which of two given numbers is bigger (or smaller), explain why, and represent the relationship using the symbols $<$ and $>$</p> <p>Example: $67 > 56$ $78 < 89$ etc.</p> <p>Assessment: have learners to solve several examples</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Gibe remedial learning to those who special help.</p>
Tuesday	<p>Play games and sing songs to begin the lesson.</p> <p>Have learners to solve some examples to review their understanding of the previous lesson</p>	<p>Put a small group of numbers in increasing or decreasing order and guide learners to justify the order using place value.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Gibe remedial learning to those who special help.</p>
Wednesday	<p>Play games and sing songs to begin the lesson.</p> <p>Have learners to solve some examples to review their understanding of the previous lesson</p>	<p>Have learners Identify the missing numbers in a section of number line from 1 to 100 or in a hundreds chart and justifying the answer using place value</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Gibe remedial learning to those who special help.</p>
Thursday	<p>Play games and sing songs to begin the lesson.</p> <p>Have learners to solve some examples to review their understanding of the previous lesson</p>	<p>Solve word problems that involve comparing quantities up to 100 (i.e., Ahmed has 23 chickens. Amina has 46. What can you say?)</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Gibe remedial learning to those who special help.</p>
Friday	<p>Play games and sing songs to begin the lesson.</p> <p>Have learners to solve some examples to review their understanding of the previous lesson</p>	<p>Solve word problems that involve comparing quantities up to 100 (i.e., Ahmed has 23 chickens. Amina has 46. What can you say?)</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Gibe remedial learning to those who special help.</p>


Week Ending			
Class	Two		
Subject	SCIENCE		
Reference	Science curriculum Page 44		
Learning Indicator(s)	B2.5.1.1.1		
Performance Indicator	Explain how to keep the body clean and describe why it is important		
Strand	Humans and the Environment		
Sub strand	Personal Hygiene And Sanitation		
Teaching/ Learning Resources	Brooms, long brushes, rake, cutlass, hoe etc.		
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)
	Learners sing songs, tell stories, and recite poems and rhymes on personal hygiene. Review with learners the previous lesson by asking them a few question to answer.	Revise with learners on items for trimming of hair and nails. Ask learners to identify the names of the items on a chart and tell the use of them. Call learners randomly to demonstrate the use items for trimming of hair and nails correctly.	Ask learners to tell you what they enjoyed about the lesson. Have learners to say what they will change doing after the lesson. Give learners task to complete at home.
	Learners sing songs, tell stories, and recite poems and rhymes on personal hygiene. Review with learners the previous lesson by asking them a few question to answer.	Learners explain why they will not share their personal effects with friends. Find out from learners what will happen if they leave their finger nails and hair to grow without cutting or trimming them regularly.	Ask learners to say two things they remember in the lesson. Learners to draw and color someone with an untrimmed hair.
	Learners sing songs, tell stories, and recite poems and rhymes on personal hygiene. Review with learners the previous lesson by asking them a few question to answer.	Learners explain why they will not share their personal effects with friends. Find out from learners what will happen if they leave their finger nails and hair to grow without cutting or trimming them regularly.	Ask learners in turns to say one interesting fact about the lesson. Learners to draw and color someone with a dirty teeth.



Week Ending			
Class	Two		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 33		
Learning Indicator(s)	B2.4.3.1. 1.		
Performance Indicator	Learners can describe ways of conserving energy in the home, school and community		
Strand	Our Nation Ghana		
Sub strand	Responsible Use Of Resources		
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)
	Engage learners to play the ball game. Write some key words in lesson all around the ball. Throw the ball in turns to learners. Learners must say a fact about the word under their right thumb.	Guide learners, through questions and answers, to explain energy conservation e.g. the prevention of the wasteful usage of energy. Guide learners, through think-pair-share, to talk about strategies for energy conservation, e.g. • <i>using solar or wind energy instead of petroleum,</i> • <i>making efforts to reduce the consumption of energy (e.g. turning off lights when leaving the room and</i> • <i>recycling plastics or paper, using more natural light from the sun).</i>	Write some true/false facts about the lesson on the board. Learners must take stands by agreeing or disagreeing to the facts. They must explain their choices. Call learners randomly to summarize the important points of the lesson.
	Put learners in groups. Invite a person from each group to summarize the previous lesson to the whole class. The group who summarizes better wins.	Through pictures and charts, let learners in groups discuss the strategies of energy conservation. e.g. • <i>using solar or wind energy instead of petroleum,</i> • <i>making efforts to reduce the consumption of energy (e.g. turning off lights when leaving the room and</i> • <i>recycling plastics or paper, using more natural light from the sun).</i>	Ask learners to tell you what they have learnt. Have learners to draw emoji's of how they feel about the lesson.
	Have learners to solve riddles on the previous lesson. Provide answers to riddles they difficult to answer.	Learners to describe conserving energy in their homes or in the community, using small group drama. Assign and share roles to learners to perform a drama on energy conservation.	Give learners task to complete at home. Call learners in turns to say 5 words in the lesson.

Week Ending			
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 12		
Learning Indicator(s)	B2. 4.1.1.1:		
Performance Indicator	Learners can Identify things that families do to show their commitment to God.		
Strand	The Family and the Community		
Sub strand	Roles And Relationships		
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>Show an appropriate short video of trending news on YouTube, twitter or facebook.</p> <p>Have learners to share their opinions on the trending news.</p>	<p>Let learners mention the religious activities their families perform: e.g. morning devotion, going to church, mosque or the shrine.</p> <p>Let learners in groups, identify the number of times religious activities are performed during the day, week and occasionally.</p> <p>Group learners according to their religious background if available.</p> <p>Let learners tell how many times Christians, Muslims pray and role-play them.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending	
Class	Two
Subject	HISTORY
Reference	History curriculum Page 12
Learning Indicator(s)	B2.2.5.1.1.
Performance Indicator	Learners can Identify Ghanaian women who have made significant contributions to national development
Strand	My Country Ghana
Sub strand	Some Selected Individuals
Teaching/ Learning Resources	Pictures of some outstanding Entrepreneurs in Ghana

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>Review learners understanding in the previous lesson using questions and answers.</p> <p>Show pictures of Rebecca Naa Dedei Aryeetey to learners for to talk about it</p>  <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Guide learners to name some outstanding women in the history of Ghana e.g. Rebecca Naa Dedei Aryeetey</p> <p><u>Rebecca Naa Dedei Aryeetey</u> Rebecca Naa Dedei Aryeetey was born in 1923, at Osu and grew up in James Town, Accra. After her primary education Naa Dei went into the flour business. She became so wealthy and influential through her flour business which earned her the name “Ashikishan” a Ga word meaning flour. She became the first woman chief financier of the then CPP party led by kwame Nkrumah. As a political activist of the CPP she campaigned and funded nkrumah. She is remembered by the double decker buses which were brought to Accra by harry sawyer. The buses were popularly known as “Auntie Dedei” bus. She also has her image on 50 pesewas coin</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Using pictures, let learners retell the contributions of Joyce Bamford-Addo to national development</p> <p>Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	Two		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B2. 2.1.1.3		
Performance Indicator	Learners can explore own experiences to talk about performing artworks that reflect the natural and manmade environments in other communities in Ghana		
Strand	Performing 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, 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>show pictures of people performing the “kete” dance to learners’</p> <p>let learners observe and talk about the pictures</p> 	<p>Have Learners to think and talk about performing artworks they know of or have seen performed in the local community.</p> <p>Today we shall look at the “kete” dance.</p> <p>“Kete” is a dance and drum ensemble commonly found in the Akan regions of Ghana. Etc.</p> <p>Guide learners to identify the props, costumes, instruments and elements, , used in performing the “kete” dance; drums (kwadum, apentemma, bakoma and akukuadwo), kete dawuro, donno and axatse.</p> 	<p>Ask learners to talk about what they enjoyed most during the lesson</p>
	<p>Review the previous lesson with questions and answers</p>	<p>Invite a resource person to demonstrate the dance to learners.</p> <p>Assessment: Learners dance in groups and in turns</p>	<p>Learners observe and appreciate the performance of others</p>

Week Ending			
Class	Two		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 67		
Learning Indicator(s)	B2.1.9.1.1-2		
Performance Indicator	Learners can recognize when to use the question word, “what”, “who”, “where”, “when.”		
Strand	Oral Language		
Sub strand	Asking & Answering Questions		
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)
	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	Write some questions on a flashcard using the question words “what”, “who”, “where”, “when” and show them to learners. Lead learners to read the questions. Let learners form their own questions using the question words under discussion. Assist learners to recognize when to use question words/tags ‘what’ and ‘who,’” where” and” when”. E.g. What is your age? Who is your mother? Where is your teacher? When will you come?	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	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	Write some questions on flashcards using the question word “how” and show them to learners. Lead learners to read the questions. Let learners form their own questions using the question word under discussion. Assist learners to understand when to use the question word “How”	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Activate the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the lesson	Write some questions on flashcards using the question word “how” and show them to learners. Lead learners to read the questions. Let learners form their own questions using the question word under discussion. Assist learners to understand when to use the question word “How”	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 21		
Learning Indicator(s)	B2.1.11.1.14:		
Performance Indicator	Learners can foot-dribble by controlling a ball on the ground.		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop skills like coordination, agility, speed, teamwork, fair-play			
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 jog or run within a demarcated area to warm up their bodies.</p> <p>Take learners through some specific warm up activities.</p> <p>Show learners pictures or videos of the skill to be learnt.</p>	<p>Arrange cones in different patterns and learners to dribble balls through the cones at their own pace.</p> <p>Observe their practice and give them corrective feedback for improvement.</p> <p>Organize a mini football game for learners to apply the skill in real life situation with fun and enjoyment.</p> <p>End lesson with slow jogging to aid fast recovery</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt.</p> <p>Give learners home task to draw themselves dribbling with a ball.</p>

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SAMPLE LESSON NOTES-WEEK 3
BASIC TWO

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Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com


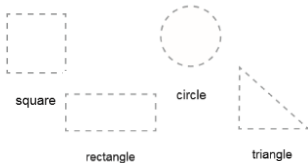
SCHEME OF LEARNING- WEEK 3

BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.8.1.1. B2.2.7.2.1. B2.4.7.2.1. B2.5.9.1.1. B2.6.1.1.1	
Performance Indicator		<p>A. Learners can use appropriate pronunciation and intonation in asking and answering wh – questions</p> <p>B. Learners can demonstrate understanding of the purpose and features of information texts.</p> <p>C. Learners can re-arrange jumbled sentences logically</p> <p>D. Learners can identify the structure of simple 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>Engage learners to play the act it out game.</p> <p>Write familiar action words on cards and mix them up in a bowl.</p> <p>Invite learners to pick a card, read the action word and act it out.</p>	<p style="text-align: center;">A. ORAL LANGUAGE (Asking And Answering Questions)</p> <p>Write the word why on the board and ask students to discuss what that word means. Challenge them to come up with a definition and explain when it is appropriate to use that word</p> <p>Ask Wh-questions and have learners answer them. e.g. <i>Who took my pen? I did.</i> <i>Where is the book? It is on the table.</i></p> <p>Ask them to say what is common to all the questions introduced by Wh- words (what? when? why? how?).</p> <p>Guide learners to use appropriate pronunciation and intonation in asking and answering simple Wh – questions in pairs. One asks a Wh- question and the other answers.</p> <p>Let learners write out simple Wh – questions on their own</p>	<p>Have learners to use new words learnt in conversation.</p> <p>Give learners task to answer Wh-questions in their workbooks.</p> <p>If possible, mark learners work and give them feedback where necessary.</p>
Tuesday	<p>Show conversational poster to learners. The posters can be two or three and must tell a story.</p>	<p style="text-align: center;">B. READING (Comprehension)</p> <p>Have learners read informational texts to identify their purpose and features through think-pair-share.</p>	<p>Using guided questions, have learners answer some questions based on the story read.</p> <p>Have learners summarize the story orally in pairs.</p>



	Call learners in turns to tell their own stories using the conversational posters.	Invite learners to summarize the text to the whole class	
Wednesday	<p>Write words on manila cards. Display them and have learners pick and make sentence with it.</p> 	<p>C. WRITING (Controlled Writing)</p> <p>Tell/Read an interesting story to learners.</p> <p>Let them retell the story.</p> <p>Jumble up the sentences making up the story and ask learners to re-arrange them.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Thursday	<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 Simple Sentences. Page 67)</p> <p>Use context to help learners identify the structure of simple sentences. Yaw came. (Name) + (Doing word) Musa ate.</p> <p>Let learners construct simple sentences verbally.</p> <p>Write simple sentences on the board for learners determine its component. Example: Joe waited for the train. “Joe”= subject “waited”=verb</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
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. 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			
Class	Two		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 27		
Learning Indicator(s)	B2.1.2.4.2		
Performance Indicator	Learners can use personal strategies to add and subtract within 100		
Strand	Number		
Sub strand	Number Operations		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, Bundle of sticks		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to make a story from the conversational poster below. 	Guide learners to decompose a number into easier numbers to add and doing partial sums. E.g. when adding $28 + 47$, record think $20 + 40 + 8 + 7$, which is the same as $60 + 15$ which is the same as 75. Assessment: let learners practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Share to learners an A4 sheet paper. Encourage learners to draw how they want their day to be. Let learners paste their drawings on the classroom wall to create a gallery.	Using the 'Friendly jumps' strategy, guide learners to decompose numbers into a friendlier number and add in "chunks" or by "friendly jumps" e.g. when adding $26 + 32$, start with 26, add 10 three times to get 56 ($26 + 10 + 10 + 10$), then add on 2 to get 58. The answer is 58. Assessment: let learners practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Wednesday	Draw some 2 dimensional shapes with dotted lines on the board and ask learners to trace and say the name of each object. 	Using the 'Friendly jumps' strategy, guide learners to decompose numbers into a friendlier number and add in "chunks" or by "friendly jumps" e.g. when adding $18 + 28$, start with 28, add 10 to get 38 ($28 + 10$), then add on 8 to get 46. The answer is 46. Assessment: let learners practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Thursday	Engage learners to sing songs and recite rhymes ONCE I CAUGHT A FISH ALIVE One, two, three, four, five	Using the moving part strategy, guide learners to move one number to the other number to create numbers that are easier to add.	Give learners task to complete whiles you go round to guide those who don't understand.

	<p>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>E.g. when adding $29 + 56$, move 1 from 56 to 29 to create the expression $30 + 55 = 85$)</p> <p>Assessment: let learners practice with more examples.</p>	<p>Give remedial learning to those who special help.</p>																												
Friday	<p>Let learners fill in the missing the boxes</p> <table border="1" style="margin-left: 20px;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td></td> <td>6</td> <td></td> <td>8</td> </tr> <tr> <td>9</td> <td></td> <td>11</td> <td></td> </tr> <tr> <td></td> <td>12</td> <td></td> <td>14</td> </tr> <tr> <td>15</td> <td></td> <td>16</td> <td></td> </tr> <tr> <td></td> <td>19</td> <td></td> <td>21</td> </tr> <tr> <td>22</td> <td></td> <td>24</td> <td></td> </tr> </table>	1	2	3			6		8	9		11			12		14	15		16			19		21	22		24		<p>Using the Compensation strategy, guide learners to add more to a number to make it friendlier, then subtract the amount added from the answer e.g. when adding $26 + 39$, add 1 to 39 to create the expression $26 + 40$, which gives 76, then subtract from the answer the 1 that was added; $76 - 1 = 75$, so the answer is 75.</p> <p>Assessment: let learners practice with more examples.</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>
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Week Ending			
Class	Two		
Subject	SCIENCE		
Reference	Science curriculum Page 44		
Learning Indicator(s)	B2. 5.1.1.2		
Performance Indicator	Learners can know the need for keeping classrooms and school compound clean		
Strand	Humans and the Environment		
Sub strand	Personal Hygiene And Sanitation		
Teaching/ Learning Resources	Brooms, long brushes, rake, cutlass, hoe etc.		
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>Ask learners to draw two smileys to express how they feel that moment.</p> <p>Have learners to present their smileys to whole class for discussion</p>	<p>They observe the ceiling, windows, floors and their sitting areas within the classroom and communicate their findings.</p> <p>Learners tour the school compound and tell whether it is a clean or dirty compound.</p> <p>Put learners into groups. Get each group some cleaning equipment. Apportion areas of the school compound among the groups.</p> <p>Encourage them to clean and tidy up the compound.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Engage learners in the “Jump Counting” game</p> <p>Have learners count while jumping with each count. Challenge them to count by twos, fives, or tens!</p>	<p>Learners discuss the need to keep the classroom and school surroundings clean.</p> <p>i. to avoid sickness, ii. to destroy the hiding places of mosquitoes, snakes, wall geckos and to ensure good ventilation.</p> <p>Let learners sketch a dirty compound. Let the paste their sketches on the classroom wall to create a gallery.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Let learners sing songs and recite rhymes about machines.</p> <p>Encourage learners to dance with actions whiles singing</p>	<p>Learners discuss the need to keep the classroom and school surroundings clean.</p> <p>i. to avoid sickness, ii. to destroy the hiding places of mosquitoes, snakes, wall geckos and to ensure good ventilation.</p> <p>Let learners sketch a clean compound. Let the paste their sketches on the classroom wall to create a gallery.</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 34
Learning Indicator(s)	B2.4.4.1. 1.
Performance Indicator	Learners can explain the importance of farming in Ghana
Strand	Our Nation Ghana
Sub strand	Farming In Ghana
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>Create a competition and lets learners recite a tongue twister without a mistake Example: Sea shells She sells seashells by the seashore The shells she sells are surely seashells So if she sells shells on the seashore, I am sure she sell seashore shells</p>	<p>Learners talk about various farming activities in Ghana</p> <p>Learners visit and observe different farm activities: e.g. poultry farm</p>  <p>Learners in groups talk about importance of poultry farming in their community</p> <p>Learners draw and color a poultry farm.</p>	<p>Ask learners to tell what they have learnt.</p> <p>Let learners write a summary of the lesson to a class mate who was absent from school.</p> <p>Give learners task to complete at home.</p>
	<p>Engage learners to play the ball game. Write some new words in the lesson on a ball. Throw the ball to learners in turns to form sentences with the word which has their right thumb on.</p>	<p>Learners talk about various farming activities in Ghana</p> <p>Learners visit and observe different farm activities: e.g. pepper farming</p>  <p>Learners in groups talk about importance of farming in their community</p> <p>Learners draw and color any crop farm produce.</p>	<p>What have we learnt today?</p> <p>Presidents of the Fourth Republics.</p> <p>Learners must say or write 10 words to express their thoughts of the lesson.</p> <p>Give learners task to complete at home.</p>

Learners talk about various farming activities in Ghana


Learners visit and observe different farm activities:
e.g. fish farming




Learners in groups talk about importance of farming in their community

Learners draw and color a fish.


Week Ending			
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 12		
Learning Indicator(s)	B2.4.1.1.3		
Performance Indicator	Learners can describe factors that promote good relationships between children and their parents		
Strand	The Family and the Community		
Sub strand	Roles And Relationships		
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)
	Engage learners in the thumbs up game. Say a few statements and have learners give you a thumbs up when they agree with you. Let learners give reasons when they disagree with you.	Lead learners to talk about good relationships. Let learners talk about things that promote good relationships: comportment, respect, love, obedience, humility, friendliness, etc. Let learners identify their friends and say things they like about them. Let learners dramatize behaviors that show good relationships.	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.

Week Ending			
Class	Two		
Subject	HISTORY		
Reference	History curriculum Page 12		
Learning Indicator(s)	B2.2.5.1.1.		
Performance Indicator	Learners can identify Ghanaian women who have made significant contributions to national development		
Strand	My Country Ghana		
Sub strand	Some Selected Individuals		
Teaching/ Learning Resources	Pictures of some outstanding Entrepreneurs in Ghana		
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>Review learners understanding in the previous lesson using questions and answers.</p> <p>Show pictures of Rebecca Naa Dedei Aryeetey to learners for to talk about it</p>  <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Guide learners to name some outstanding women in the history of Ghana e.g. Rebecca Naa Dedei Aryeetey</p> <p><u>Rebecca Naa Dedei Aryeetey</u> Rebecca Naa Dedei Aryeetey was born in 1923, at Osu and grew up in James Town, Accra. After her primary education Naa Dei went into the flour business. She became so wealthy and influential through her flour business which earned her the name “Ashikishan” a Ga word meaning flour. She became the first woman chief financier of the then CPP party led by kwame Nkrumah. As a political activist of the CPP she campaigned and funded nkrumah. She is remembered by the double decker buses which were brought to Accra by harry sawyer. The buses were popularly known as “Auntie Dedei” bus. She also has her image on 50 pesewas coin</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Using pictures, let learners retell the contributions of Joyce Bamford-Addo to national development</p> <p>Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	Two		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B2.1.2.2.3 B2.1.2.3.3		
Performance Indicator	Learners can create own visual artworks to express own views, knowledge and understanding of topical issues in other Ghanaian communities		
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, 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)
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches.	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 a mosaic. Guide learners to make a simple mosaic	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	Engage learners to play games and sing songs to get them ready for the lesson. 	Allow learners to practice in groups following the steps 1. choose your colors and cut pieces of papers from the magazine 2. cut small pieces of squares or any other shapes you want 3. draw the outline of your image. E.g. fish 4. with the help of the paint brush, apply and glue the paper pieces to form the image. 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

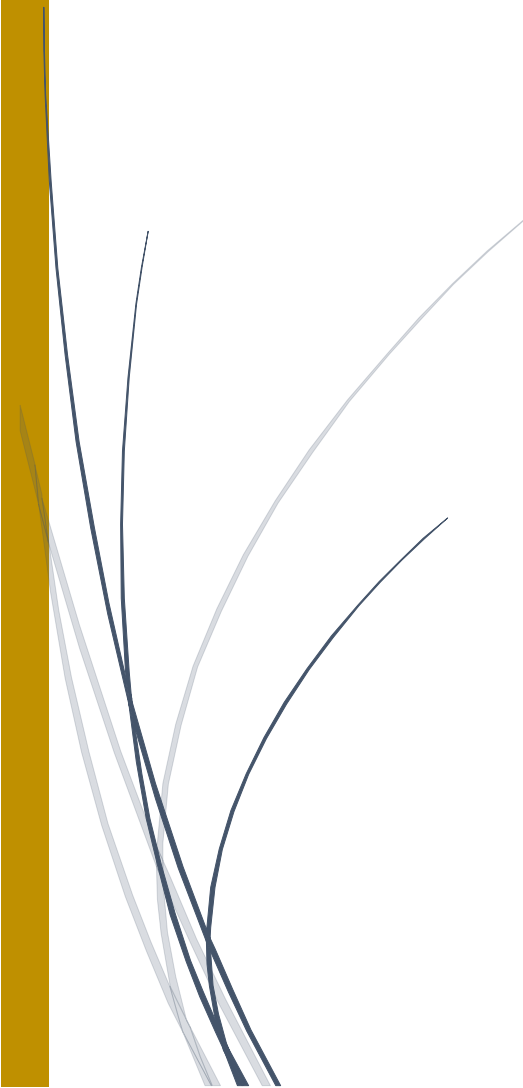
Week Ending			
Class	Two		
Subject	GHANAIAI LANGUAGE		
Reference	Ghanaian Language curriculum Page 67		
Learning Indicator(s)	B2.1.9.1.3-4		
Performance Indicator	Learners can use and answer question words, 'who', 'why.', 'what', 'where' and 'when.'		
Strand	Oral Language		
Sub strand	Asking & Answering Questions		
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)
	Share an interesting story with learners about yourself. Call a learner to share his/her story to the whole class.	Write some questions on flashcards and show them to learners. Lead learners to read the questions. Let learners form their own questions using the question word under discussion. Assist learners to recognize when to use the question word "why". Let learners form their own questions using the question word under discussion.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	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!	Write questions on flashcards and show them to learners. Call learners individually to read the questions. Let learners understand when to use the question words "who," "what," "where" and "when". Ask learners questions using the question words under discussion and call them to answer the questions (correct learners where necessary). E.g. What is your age? Who is your mother? Where is your teacher? When will you come?	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Put learners into pairs. Learners must tell 3 facts about themselves to their partner. Two of them should be true, and one should be lie.	Write questions on flashcards and show them to learners. Let learners understand when to use the question words "who," "what," "where" and "when".	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

	<p>The other partner have to find out which one is the lie.</p>	<p>Ask learners questions using the question words under discussion and call them to answer the questions (correct learners where necessary). E.g. What is your age? Who is your mother? Where is your teacher? When will you come?</p>	
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Week Ending			
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 21		
Learning Indicator(s)	B2.1.12.1.15		
Performance Indicator	Learners can clap and dance to beat (rhythm)		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Personal Development and Leadership 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)
	<p>Show a picture or video kids dancing to learners.</p> <p>Let learners talk about the pictures and relate to them.</p> 	<p>Learners clap a beat and dance to the beat.</p> <p>Emphasis on coordination in clapping to the beat and coordination dancing.</p> <p>Give learners corrective feedback to improve their coordination.</p> <p>Allow them to progress at their own pace with fun and enjoyment.</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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SAMPLE LESSON NOTES-WEEK 4
BASIC TWO

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SCHEME OF LEARNING- WEEK 4

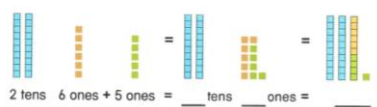

BASIC TWO



Name of School.....



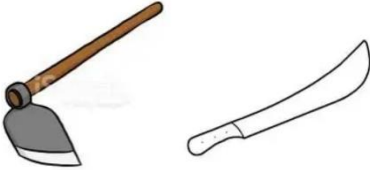
Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.9.1.3. B2.2.7.2.2. B2.4.8.1.1. B2.5.9.1.2. B2.6.1.1.1	
Performance Indicator		<ul style="list-style-type: none"> ❖ Learners can respond to commands, instructions and requests ❖ Learners can describe events in a story ❖ Learners can develop two coherent paragraphs on one idea or concepts using leading questions ❖ Learners can identify nouns and verbs in simple sentences ❖ 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 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	Engage learners to sing songs and recite rhymes <u>Ding dong bell.</u> Pussy's at the well. Who took her there? Little Johnny Hare. Who'll bring her in? Little Tommy Thin. What a jolly boy was that To get some milk for pussy cat, Who ne'er did any harm? But played with the mice in his father's barn	<p style="text-align: center;"><u>A. ORAL LANGUAGE</u> (Giving and Responding to Commands)</p> <p>Introduce instructions by having learners respond to typical classroom instructions.</p> <p>Create situations for learners to practice giving and responding to instruction.</p> <p>Let learners role-play parents, teachers, prefects, learners giving and responding to instructions, etc. e. g. Instruction: 1. Draw a circle in a square. 2. Write the letter 'A' in the circle.</p>	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Tuesday	Engage learners to sing songs and recite rhymes <u>Row, Row, Row Your Boat</u> " Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.	<p style="text-align: center;"><u>B. READING</u> (Comprehension)</p> <p>Using the community circle time, tell learners stories. Sing songs in between the story to get the attention of learners.</p> <p>Have learners retell stories sequentially.</p> <p>Have them identify and describe events in the stories.</p> <p>Guide learners to unfold the events in a story sequentially.</p>	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Wednesday	Engage learners to sing songs and recite rhymes	<p style="text-align: center;"><u>C. WRITING</u> (Guided Composition)</p>	Give learners task to complete while you go round the class to support

	<p><u>Round and Round the Garden</u> Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.</p>	<p>Write selected topics on the board, e.g. "Myself".</p> <p>Teacher and learners brainstorm to generate ideas about the topic.</p> <p>Put learners in groups and ask leading questions to guide them develop the ideas generated into one or two paragraphs.</p>	<p>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 sing songs and recite rhymes</p> <p><u>Sea shells</u> She sells seashells by the seashore The shells she sells are surely seashells So if she sells shells on the seashore, I am sure she sell seashore shells</p>	<p><u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Using Simple Sentences)</i></p> <p>Use questions and samples for learners to identify nouns and verbs in the structure of simple sentences. e. g. i. <i>Ofori danced. (Who danced? What did Ofori do?)</i> ii. <i>Ama laughed. (Who danced? What did Ama do?)</i></p> <p>have learners use the simple sentences in forming compound and complex sentences orally with the aid of conjunctions.</p> <p>Let learners write the sentences in thier workbooks.</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><u>C. 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 28		
Learning Indicator(s)	B2.1.2.4.3		
Performance Indicator	Learners can solve one-step and multi-step word problems involving addition and subtraction within 100 using a variety of strategies based on place value, including algorithms		
Strand	Number		
Sub strand	Number Operations		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, Bundle of sticks		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite rhymes Tooting tutors A tutor who tooted a flute Tried to tutor two tooters to toot Said the two to their tutor, Is it harder to toot or To tutor two tooters to toot?	Guide learners to solve one-step and multi-step word problems involving addition and subtraction Example: Yaw has 32 books. Aisha added 13 more books to Yaw's books. How many books do they have altogether? Assessment: Have learners to practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Engage learners to sing songs and recite rhymes Sleet slitters I slit a sheet, a sheet I slit And on a slitted sheet I sit I slit a sheet, a sheet I sit. The sheet I slit, that sheet was it	Guide learners to solve one-step and multi-step word problems involving addition and subtraction Example: Mr. Haruna gave 45 books to Yaa' She gave 11 of the books to her sister. How many books are left? Assessment: Have learners to practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Wednesday	Engage learners to sing songs and recite rhymes Pease Porridge Hot Pease porridge hot. Pease porridge cold, Pease porridge in the pot, nine days old: Some like it hot, some like it cold Some like it in the pot, nine days old.	Guide learners to solve one-step and multi-step word problems involving addition and subtraction Example: Araba needs 8 Ghana cedis to buy exercise books. She has only 5 Ghana cedis. How much money does she need in order to buy the books? Assessment: Have learners to practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Thursday	Engage learners to sing songs and recite rhymes "Itsy Bitsy Spider" The itsy bitsy spider crawled up the water spout.	Guide learners to solve problems involving addition and subtraction using place value.	Give learners task to complete whiles you go round to guide those who don't understand.


	<p>Down came the rain, and washed the spider out. Out came the sun, and dried up all the rain and the itsy bitsy spider went up the spout again"</p>	<p>Example: Henry had 26 marbles in a basket. His father gives him another 5 marbles. How many marbles does Henry has all together.</p> <p>$26 + 5$</p>  <p>2 tens 6 ones + 5 ones = ___ tens ___ ones = ___</p> <p>Assessment: Have learners to practice with more examples.</p>	<p>Give remedial learning to those who special help.</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite rhymes "It's Raining, It's Pouring It's raining: it's pouring. The old man is snoring. He bumped his head on the top of the bed, And couldn't get up in the morning.</p>	<p>Guide learners to solve problems involving addition and subtraction using place value.</p> <p>Example: if Esther has 36 eggs and decides to give out 9 of the eggs to Chantal. How many eggs are left Esther.</p> <p>$36 - 9$</p>  <p>3 tens 6 ones = ___ tens ___ ones</p> <p>Assessment: Have learners to practice with more examples.</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 45		
Learning Indicator(s)	B2.5.2.1.1		
Performance Indicator	Learners can Identify causes and prevention of ringworm		
Strand	Humans and the Environment		
Sub strand	Diseases		
Teaching/ Learning Resources	Pictures and videos depicting some common skin diseases		
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)
	Engage learners to sing songs and recite rhymes "If wishes were horses If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!	Show pictures of people suffering from ringworm.  Guide learners to bring out possible causes of ringworm and other skin diseases such as eczema.	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.
	Engage learners to sing songs and recite rhymes Hot Cross Buns Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Show pictures of people suffering from ringworm  Guide learners to bring out possible causes of skin diseases	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Discuss the modes of prevention of skin diseases such as good personal hygiene and not sharing personal items with infected persons. Ask learners to compose a rhyme or song on the prevention of ringworm.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class		Two	
Subject		OUR WORLD OUR PEOPLE	
Reference		OWOP curriculum Page 35	
Learning Indicator(s)		B2.4.4.2.1.	
Performance Indicator		Identify the types of simple agricultural tools and their uses	
Strand		Our Nation Ghana	
Sub strand		Farming In Ghana	
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)
	Engage learners to sing songs and recite rhymes "If wishes were horses If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if it's and and's were pots and pans, The tinker would never work!	Learners observe simple agricultural tools and talk about their uses  Learners visit the school garden/farms or gardens close to the school and let learners observe and talk about tools used for digging, pruning, harvesting, weeding, watering. 	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.
	Engage learners to sing songs and recite rhymes Hot Cross Buns Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Show pictures/videos of different types of agricultural tools from books, and let learners talk about their differences and draw.  Learners sketch different agricultural tools.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Learners in groups talk about ways of caring for agricultural tools Example: i. <i>clean the tools after use,</i> ii. <i>oil metallic agricultural tools,</i> iii. <i>keep the tools in appropriate place,</i> iv. <i>use the tool for the appropriate work.</i>	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 12		
Learning Indicator(s)	B2. 4.1.1.3:		
Performance Indicator	Learners can describe factors that promote good relationships between children and their parents		
Strand	The Family and the Community		
Sub strand	Roles And Relationships		
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 I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite rhymes Ezekiel cried, "Dem dry bones! Ezekiel cried, "Dem dry bones! "Oh, hear the word of the Lord The foot bone connected to the leg bone, The leg bone connected to the knee bone The knee bone connected to the thigh bone. The thigh bone connected to the back bone. The back bone connected to the neck bone, The neck bone connected to the head bone, Oh, hear the word of the Lord!	Lead learners to talk about good relationships. Let learners talk about things that promote good relationships: comporment, respect, love, obedience, humility, friendliness, etc. Let learners identify their friends and say things they like about them. Let learners dramatize behaviors that show good relationships.	Ask learners questions to review their understandings of the lessson. Give learners task to do whiles you go round to guide those who need help.

Week Ending			
Class	Two		
Subject	HISTORY		
Reference	History curriculum Page 12		
Learning Indicator(s)	B2.2.5.1.1.		
Performance Indicator	Learners can Identify Ghanaian women who have made significant contributions to national development		
Strand	My Country Ghana		
Sub strand	Some Selected Individuals		
Teaching/ Learning Resources	Pictures of some outstanding Entrepreneurs in Ghana		
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>Review learners understanding in the previous lesson using questions and answers</p>  <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Guide learners to name some outstanding women in the history of Ghana e.g. Mrs Charity Zormelo-Fiawoo</p> <p><u>MRS CHARITY ZORMELO-FIAWOO</u> Mrs Charity Zormelo-Fiawoo was the first woman graduate from the Gold Coast, and the first woman from English speaking West Africa to earn a B.S degree. Mrs. Charity Zormelo-Fiawoo is an Ewe born in Keta, Ghana, was the daughter of Godfred Nyavor Zormelo, a former north German mission employee and fishing business proprietor, and Patience Abolitsi Dzokotoe. In 1930 she graduated from high school in Bordentown, new jersey, and used a scholarship to enroll in Home Economics at Hampton institute where she graduated in 1934.</p> <p>Match these women with their achievements in Ghana</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Using pictures and videos, learners retell the contributions of these leaders to national development</p> <p>Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

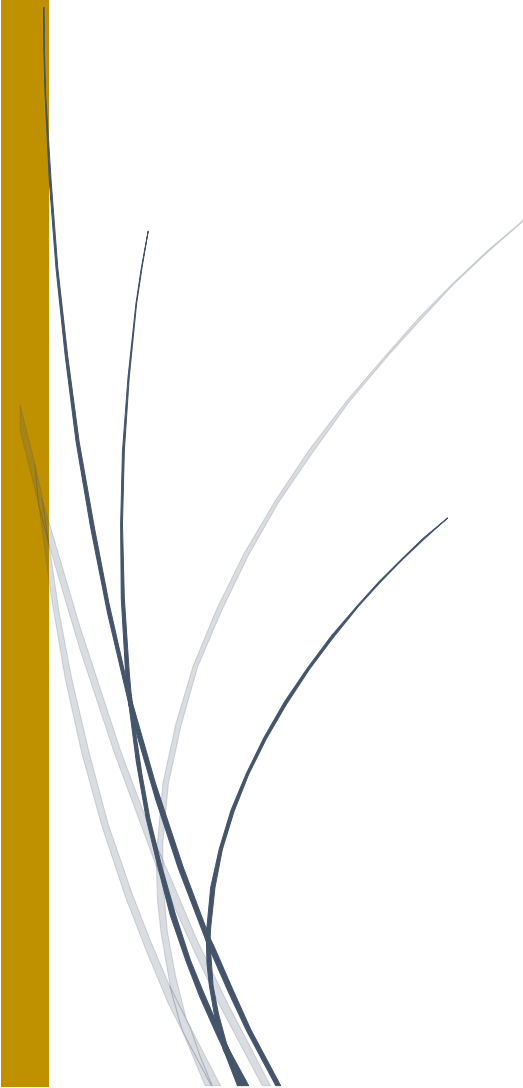
Week Ending			
Class	Two		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B2.2.2.2.3 B2.2.2.3.3		
Performance Indicator	Learners can experiment with available performing arts instruments, resources and techniques to create own artworks that reflect the natural and manmade environments in other communities in Ghana		
Strand	Performing Arts		
Sub strand	Planning, Making and Composing		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
Core Competencies: Decision Making Creativity, 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)
	Engage learners to sing some popular traditional songs they know. Kro kro hinkro Kro kro hinkro ee, Yaa Asantewaa ee, Kro kro hinkro ee, Yaa Asantewaa, Obaa besia ongyina premuano ee, Wayɛ biama y n, Kro kro hinkro ee, Yaa Asantewaa.	In the previous lesson we learned how the “Kete” dance reflect the lives of Akan regions of Ghana. Guide learners to create own dance to reflect their culture. Guide learners to pick a piece of music for the dance. e.g. a circular music, gospel music, etc. Guide learners to determine the style and plan the dance	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	Engage learners to sing some popular traditional songs they know.	Show learners a video or pictures of the dance you want to teach.  Demonstrate the dance moves to learners as they observe. Have learners practice the moves in a formation dance	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Learners to tell the part of the lesson that interest them most.

Week Ending			
Class	Two		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 69		
Learning Indicator(s)	B2.1.10.1.1-3		
Performance Indicator	<ul style="list-style-type: none"> ❖ Learners can say what a command is. ❖ Learners can respond to six to seven commands ❖ Learners can discuss the importance of commands and instructions. 		
Strand	Oral Language		
Sub strand	Giving & Following Commands And Instructions		
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>Teacher mentions a word, e.g. cat Learners write its rhyming word</p> <p>Sing songs and recite familiar rhymes in relation to the lesson</p>	<p>Revise the lesson on greetings with learners.</p> <p>Demonstrate command and respond with a learner in class.</p> <p>Discuss what a command is with learners.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Share jokes with learners.</p> <p>Call 3 learners to share their jokes with the whole class</p>	<p>Call learners in pairs and let one issue a command for the other to respond to the command.</p> <p>E.g. Stand up! Sit down! Keep quiet!</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor.</p> <p>Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.</p>	<p>Write some commands on the board and lead learners to read them.</p> <p>Let learners read the command as a group and then individually.</p> <p>Call a learner to come out and issue a command for the class to respond.</p> <p>Lead learners to recognize the importance of commands and instructions. E.g. to get work done on time; to draw your attention; for safety, peace, success, etc.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 22		
Learning Indicator(s)	B2.1.12.1.16:		
Performance Indicator	Identify the right and left sides of the body and movement from right to left.		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Personal Development and Leadership 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)
	Engage learners in the “Jump Counting” game Have learners count while jumping with each count. Challenge them to count by twos, fives, or tens!	Learners identify their left side and the right side. Play music and as they dance signal them by mentioning either left side or right side for them to move toward that direction. Let learners react to the signal with fun and enjoyment.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

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SAMPLE LESSON NOTES-WEEK 5
BASIC TWO

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SCHEME OF LEARNING- WEEK 5

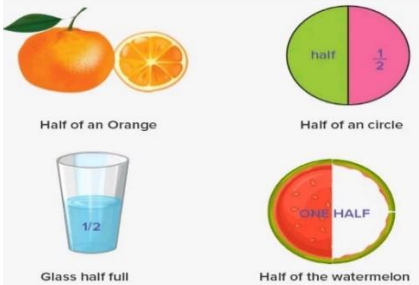
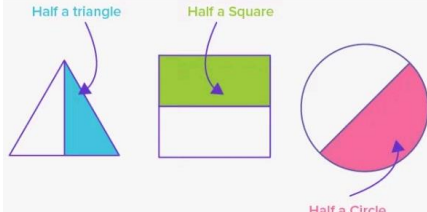
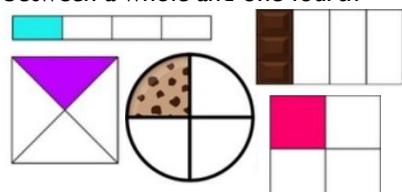
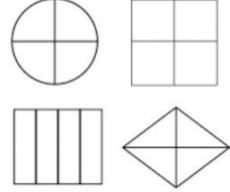
BASIC TWO

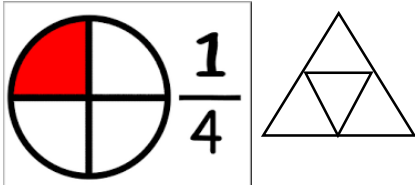

Name of School.....



Week Ending			
Class	Two		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	B2.1.9.1.1. B2.2.7.2.3. B2.4.8.1.1. B2.5.9.1.2. B2.6.1.1.1		
Performance Indicator	<p>A. Learners can give and respond to commands</p> <p>B. Learners can connect characters, ideas and information within a text</p> <p>C. Learners can develop two coherent paragraphs on one idea or concepts using leading questions</p> <p>D. Learners can identify nouns and verbs in simple 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>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 (Giving and Responding to Instructions)</p> <p>Revise verbs (action words) by having learners identify the present form of verbs and use them in sentences, e.g. come, go, sit, etc. (action).</p> <p>Have several learners obey commands such as 'stand up', 'close the door'.</p> <p>The teacher gives commands which the class/individuals promptly obey.</p> <p>Have Learners role-play giving and responding to commands.</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>The student with the correct number of words wins the game.</p>	<p>B. READING (Comprehension)</p> <p>Read out a story or a passage to learners aloud. Example: <i>Suzy loves Fanta. She was always afraid to try a new drink. One day, she found the courage to try Coca-Cola. She decided that she loves both equally. From now on, she tries new drinks.</i></p> <p>Use the KWL strategy to help learners follow the story or passage.</p> <p>Have learners connect the ideas and information within a text to help construct meaning.</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>
Wednesday	<p>Ask children to choose any 4 letters and write them in their books/on the floor.</p>	<p>C. WRITING (Guided Composition)</p> <p>Write selected topics on the board, e.g. "Myself".</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</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.</p> <p>This can also be played with high frequency words that the children know.</p>	<p>Teacher and learners brainstorm to generate ideas about the topic.</p> <p>Put learners in groups and ask leading questions to guide them develop the ideas generated into one or two paragraphs.</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.</p> <p>Teacher scatters objects in the classroom assuming it's a ghost.</p> <p>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 Simple Sentences)</p> <p>Use questions and samples for learners to identify nouns and verbs in the structure of simple sentences. e. g. i. <i>Ofori danced. (Who danced? What did Ofori do?)</i> ii. <i>Ama laughed. (Who danced? What did Ama do?)</i></p> <p>have learners use the simple sentences in forming compound and complex sentences orally with the aid of conjunctions.</p> <p>Let learners write the sentences in thier workbooks.</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 30
Learning Indicator(s)	B2.1.3.1.3
Performance Indicator	Learners can determine the number of halves and quarters in a whole
Strand	Number
Sub strand	Fractions
Teaching/ Learning Resources	Paper strips, cut out cards
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>Engage learners to play the “I have.....Who has” game.</p> <p>Give out number cards (from 1-20) to learners at random. 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>Show learners several pictorial representations or card cut outs of halves, fourths and wholes</p> <p>Ask learners to state the relationship between a whole and one-half;</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>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>Show learners several pictorial representations or card cut outs of halves, fourths and wholes</p> <p>Ask learners to state the relationship between a whole and one-half;</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>
Wednesday	<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>Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes</p> <p>Ask learners to state the relationship between a whole and one-fourth</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Color $\frac{1}{4}$ of each shape.</p> 

<p>Thursday</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>Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes</p> <p>Ask learners to state the relationship between a whole and one-fourth</p>  <p>one-fourth</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>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>Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes</p> <p>Ask learners to state the relationship between one-half and one-fourth.</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 46		
Learning Indicator(s)	B2.5.2.1.2		
Performance Indicator	Learners can name some common water-borne diseases and their prevention		
Strand	Humans and the Environment		
Sub strand	Diseases		
Teaching/ Learning Resources	Pictures and videos depicting some common skin diseases		
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>Led learners to recite few rhymes</p> <p><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></p>	<p>In groups learners observe containers of dirty water and clean water.</p> <p>Show pictures or videos of people suffering from diarrhea</p>  <p>Ask learners to identify which sample of water (dirty or clean), is likely to contain microorganisms that cause diseases.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do while you go round to guide those who need help.</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>In groups learners observe containers of dirty water and clean water.</p> <p>Show pictures or videos of people suffering from cholera.</p>  <p>Ask learners to identify which sample of water (dirty or clean), is likely to contain microorganisms that cause diseases.</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>Let learners discuss how they will prevent themselves from contracting water-borne diseases (boiling water, filtering water, etc.).</p> <p>Let learners create posters, compose songs or rhymes on how to prevent water-borne diseases</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 35		
Learning Indicator(s)	B2.4.4.2.1.		
Performance Indicator	Learners can Identify the types of simple agricultural tools and their uses		
Strand	Our Nation Ghana		
Sub strand	Farming In Ghana		
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>Learners to share their experience with the use of agricultural tools.</p> <p>Ask how many of them have being to farms before.</p> <p>Let them mention some simple agricultural tools they have at home.</p>	<p>Learners observe simple agricultural tools and talk about their uses</p>  <p>Learners visit the school garden/farms or gardens close to the school and let learners observe and talk about tools used for digging, pruning, harvesting, weeding, watering.</p> 	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</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>Show pictures or videos of different types of agricultural tools from books, and let learners talk about their differences and draw.</p>  <p>Learners sketch different agricultural tools.</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 groups talk about ways of caring for agricultural tools Example: i. <i>clean the tools after use,</i> ii. <i>oil metallic agricultural tools,</i> iii. <i>keep the tools in appropriate place,</i> iv. <i>use the tool for the appropriate work.</i></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 12		
Learning Indicator(s)	B2.4.1.1.3:		
Performance Indicator	Learners can describe factors that promote good relationships between children and their parents.		
Strand	The Family and the Community		
Sub strand	Roles And Relationships		
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>Teacher brings a bag into the classroom that contains an object that has a connection to the lesson.</p> <p>Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson</p>	<p>Lead learners to talk about good relationships.</p> <p>Let learners talk about things that promote good relationships: comporment, respect, love, obedience, humility, friendliness, etc.</p> <p>Let learners identify their friends and say things they like about them.</p> <p>Let learners dramatize behaviors that show good relationships.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	Two		
Subject	HISTORY		
Reference	History curriculum Page 13		
Learning Indicator(s)	B2.3.2.1.1		
Performance Indicator	Learners can describe how early trade was carried out between Ghanaians and Europeans		
Strand	My Country Ghana		
Sub strand	International Trading Including Slave Trade		
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
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>Have learners to sing some patriotic songs they know.</p> <p>Using questions and answers, review learners understanding in the previous lesson.</p>	<p>Describe how people of old ghana lived.</p> <p>Long ago, the people of old Ghana lived in tribes and clans. Each tribe or clan were ruled by chiefs or kings. Tribes fought amongst themselves to claim power and lands. The lands where used for farming, since everyone farms to feed his/her family. People exchanged farms items they did not have because there were no money.</p> <p>Call learners in turns to recall parts of the history that interest them most.</p> <p>Let learners act parts of the story.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Revise some familiar rhymes and tongue-twisters taught.</p> <p><u>Baa, Baa, Black Sheep</u> Baa, baa, black sheep Have you any wool. Yes sir, yes sir, three bags full. One for my master, one for his dame, One for the little boy who lives down the lane</p>	<p>Describe how early trade was carried out between Ghanaians and the Europeans.</p> <p>Organize learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold.</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)	B2.1.3.4.3 B2.1.3.5.3
Performance Indicator	Learners can plan a display of own visual artworks to share creative experiences based on ideas that reflect topical issues in other Ghanaian communities.
Strand	Visual Arts
Sub strand	Displaying and Sharing
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

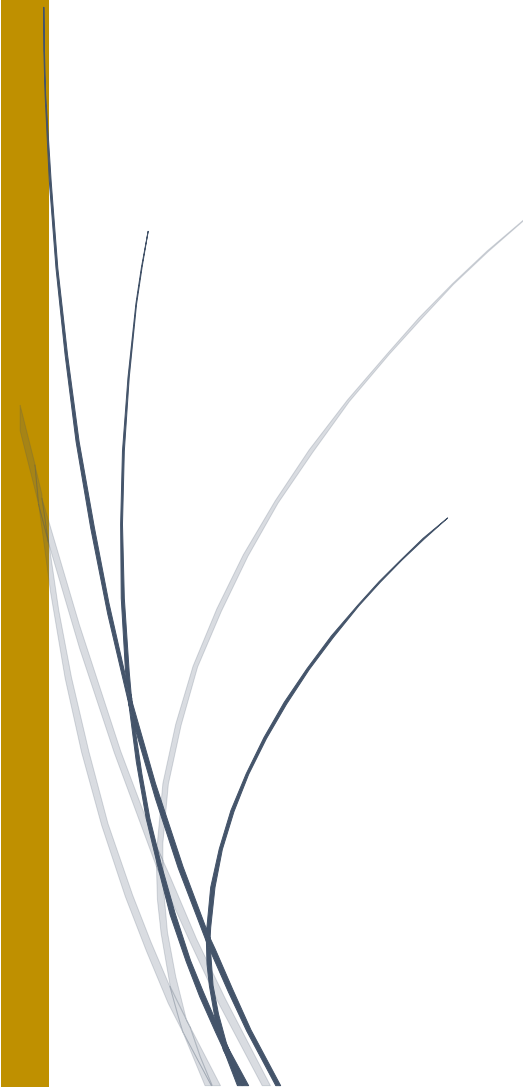
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p>	<p>Art exhibition may present or showcase paintings, drawings, drama, music, dance performance by individuals artists, groups of artists.</p> <p>Guide learners to plan for the exhibition by:</p> <ul style="list-style-type: none"> - fixing a date - selecting a venue - inviting an audience <p>Brainstorm to agree on a theme for the exhibition (e.g. Healthy living);</p> <p>Select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance</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>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>Decide on mode of display, e.g. hanging, draping, spreading;</p> <p>Plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date);</p> <p>Clean and prepare the hall and its environment and make it ready for the exhibition;</p> <p>Plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.</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 70		
Learning Indicator(s)	B2.1.11.1.1-3		
Performance Indicator	Learners can say the time by the hour, half hour and recognize the days of the week in chronological order		
Strand	Reading		
Sub strand	Presentation		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, 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	Discuss the various times of the day with learners, e.g., morning, afternoon and evening. Show a clock to learners and ask learners to tell you what the clock is used for. Use the clock to assist learners to tell the time by the hour. E.g. The time is 3 o'clock.	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	Use the clock to assist learners to tell the time by half hour. E.g. The time is 2:30pm. The time is 30 minutes past 4 o'clock. Draw several faces of clocks showing different times, on the board. Invite learners in turns to tell the time.	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	Revise the lesson on telling the time with learners. Write the days of the week on the board and lead learners to mention them. Call learners to mention the names of the days of the week individually. Lead learners to mention and arrange the names of the days of the week in a chronological order. E.g. Monday, Tuesday, etc.	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 22		
Learning Indicator(s)	B2.1.13.1.17		
Performance Indicator	Learners can roll forward (a forward roll) from standing position and back to standing		
Strand	Motor Skill And Movement Patterns		
Sub strand	Rhythmic Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Personal Development and Leadership 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)
	Learners jog within demarcated area with their hands stretched sideways to warm their body up. Show pictures or videos of the skill to be learnt.	Squat in front of a spread mat/safe floor. Place hands on the mat/floor and tuck the chin to touch the chest. From this position, push with the hands and roll forward in a round form and back to the standing. Learner progress at their own pace and always give support. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.	Organize a mini game competition to exhibit the skill learnt. End lesson with a cool down. Have learners to reflect on what they have learnt

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SAMPLE LESSON NOTES-WEEK 6
BASIC TWO

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Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

SCHEME OF LEARNING- WEEK 6

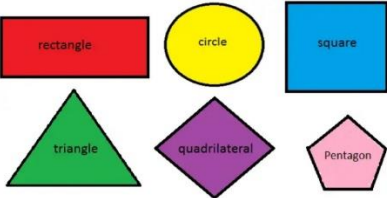
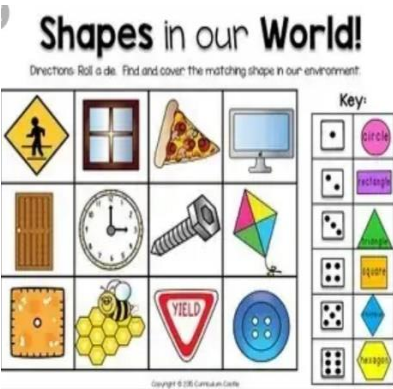
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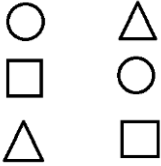
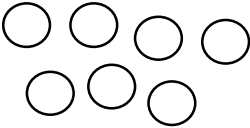

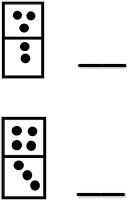

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.9.1.2. B2.2.7.2.4. B2.4.8.1.1. B2.5.9.1.2. B2.6.1.1.1	
Performance Indicator		<p>A. Learners can make and respond to polite requests</p> <p>B. Learners can read level-appropriate texts with little support</p> <p>C. Learners can develop two coherent paragraphs on one idea or concepts using leading questions</p> <p>D. Learners can identify nouns and verbs in simple 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. ORAL LANGUAGE (Giving and Responding to Commands)</p> <p>Let learners demonstrate in pairs how they ask for favors.</p> <p>Discuss polite requests using examples. e. g. Can you hold the bag?</p> <p>Discuss words used in polite requests. e.g. Please, could you..., do you mind....May I...</p> <p>Have learners take turns to make and respond to polite requests using the word, "please".</p> <p>Discuss the importance of the word, "please", in making requests</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. READING (Comprehension)</p> <p>Have learners read different texts with little support from teacher.</p> <p>Gradually, scaffold to help learners read independently</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>
Wednesday	<p>Have learners sing songs and recite familiar rhymes</p>	<p>C. WRITING (Guided Composition)</p>	<p>Give learners task to complete while you go round</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>Write selected topics on the board, e.g. “Myself”. Teacher and learners brainstorm to generate ideas about the topic.</p> <p>Put learners in groups and ask leading questions to guide them develop the ideas generated into one or two paragraphs</p>	<p>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 “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>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Simple Sentences)</p> <p>Use questions and samples for learners to identify nouns and verbs in the structure of simple sentences. e. g. i. <i>Ofori danced. (Who danced? What did Ofori do?)</i> ii. <i>Ama laughed. (Who danced? What did Ama do?)</i></p> <p>have learners use the simple sentences in forming compound and complex sentences orally with the aid of conjunctions.</p> <p>Let learners write the sentences in thier workbooks.</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. <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 34
Learning Indicator(s)	B2.3.1.1.3
Performance Indicator	Learners can create two-dimensional shapes based on given attributes, including number of sides and vertices.
Strand	Geometry And Measurement
Sub strand	2D and 3D Shape
Teaching/ Learning Resources	2D and 3D shapes and objects boldly drawn on manila cards
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>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class one We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class one can count very well.</p>	<p>Identify the 2D faces of a given 3D object.</p>  <p>Have learners mention the names of the objects identified in turns.</p> <p>Learners draw the shapes in their books.</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 complete the pattern. Which shape comes next? Draw it</p> <p>□ ○ □ ○ —</p>	<p>Identify 3D objects in the environment that have parts similar to a given 2D shape.</p>  <p>Have learners identify and draw other objects in the environment that have parts similar to a given 2D shape.</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>have learners to match the shapes.</p> 	<p>Display cut out 2D shapes on the teachers table or floor.</p> <p>Have learners to identify the number of sides, faces and vertices of 2D plane figures.</p> <table border="1" data-bbox="670 285 1065 705"> <thead> <tr> <th colspan="4">2D SHAPE <i>properties</i></th> </tr> <tr> <th></th> <th>FACES</th> <th>SIDES</th> <th>VERTICES</th> </tr> </thead> <tbody> <tr> <td>circle</td> <td></td> <td>1</td> <td>0</td> </tr> <tr> <td>triangle</td> <td></td> <td>3</td> <td>3</td> </tr> <tr> <td>rectangle</td> <td></td> <td>4</td> <td>4</td> </tr> <tr> <td>oval</td> <td></td> <td>1</td> <td>0</td> </tr> <tr> <td>rhombus</td> <td></td> <td>4</td> <td>4</td> </tr> <tr> <td>square</td> <td></td> <td>4</td> <td>4</td> </tr> <tr> <td>pentagon</td> <td></td> <td>5</td> <td>5</td> </tr> <tr> <td>hexagon</td> <td></td> <td>6</td> <td>6</td> </tr> <tr> <td>heptagon</td> <td></td> <td>7</td> <td>7</td> </tr> <tr> <td>octagon</td> <td></td> <td>8</td> <td>8</td> </tr> <tr> <td>trapezoid</td> <td></td> <td>4</td> <td>4</td> </tr> </tbody> </table>	2D SHAPE <i>properties</i>					FACES	SIDES	VERTICES	circle		1	0	triangle		3	3	rectangle		4	4	oval		1	0	rhombus		4	4	square		4	4	pentagon		5	5	hexagon		6	6	heptagon		7	7	octagon		8	8	trapezoid		4	4	<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>
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<p>Thursday</p>	<p>Engage learners to draw the circles and shade any three.</p> 	<p>Let learners explore with more of 2D shapes learnt.</p> <p>Learners draw 2D shapes with given sides or vertices in their workbooks.</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>Friday</p>	<p>Engage learners to count the dots and write each number beside</p> 	<p>Let learners explore with more of 2D shapes learnt.</p> <p>Learners draw 2D shapes with given sides or vertices in their workbooks.</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 46
Learning Indicator(s)	B2.5.2.1.2
Performance Indicator	Learners can name some common water-borne diseases and their prevention
Strand	Humans and the Environment
Sub strand	Diseases
Teaching/ Learning Resources	Pictures and videos depicting some common skin diseases
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>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>In groups learners observe containers of dirty water and clean water.</p>  <p>Show pictures or videos of people suffering from diarrhea</p> <p>Ask learners to identify which sample of water (dirty or clean), is likely to contain microorganisms that cause diseases.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</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>In groups learners observe containers of dirty water and clean water.</p> <p>Show pictures or videos of people suffering from cholera.</p>  <p>Ask learners to identify which sample of water (dirty or clean), is likely to contain microorganisms that cause diseases.</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>Let learners discuss how they will prevent themselves from contracting water-borne diseases (boiling water, filtering water, etc.).</p> <p>Let learners create posters, compose songs or rhymes on how to prevent water- borne diseases</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 36		
Learning Indicator(s)	B2.5.1.1. 1.		
Performance Indicator	Learners can mention Ghana's neighbors and locate them on a map		
Strand	My Global Community		
Sub strand	Our Neighboring Countries		
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)
	Engage learners to sing songs and recite rhymes "If wishes were horses If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!	Engage learners in a community circle time. Tell learners some history about Ghana. <i>Ghana is a peaceful nation who is known by her generous hospitability. Ghana was once known as Gold Coast because of her rich mineral deposit in the land. She gained her independence from her colonial masters in 1957. The current president of Ghana is H.E Nana Addo Danquah Akufu Addo. There are about 25 million people in Ghana. Ghana has 16 regions namely; Upper West, Upper East, Savanna, North East, Northern, Bono East, Brong Ahafo, Oti, Ahafo, Eastern, Ashanti, Volta, Western, Western North, Greater Accra And Central Regions.</i> Let learners let ask and response to facts they are not clear with concerning the history of Ghana. Learners to tell the parts of the history that interest them most.	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.
	Engage learners to sing songs and recite rhymes Hot Cross Buns Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Guide learners to identify her neighboring countries. Ghana is surrounded by other countries and have their own history. These countries are called neighbor countries. e.g. Nigeria, Togo, south Africa, Benin, Liberia, cote d'Ivoire Neighbor countries can be immediate neighbors and distant neighbors. Learners to identify Ghana's immediate neighbors. e.g. Togo, Burkina Faso and cote d'Ivoire	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

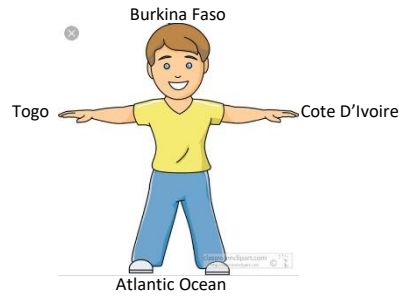
Engage learners to play games, sing songs and recite rhymes to begin the lesson.

Using questions and answers review learners on the previous lesson.

Learners demonstrate the positions of Ghana's neighboring countries by using the body

e.g. to my right is Togo, to my left is La Cote d'Ivoire, to my front is Burkina Faso and to my back is the sea (the Atlantic Ocean)

Learners compose a song/rhyme and draw a learner with arm stretched showing Ghana's neighbors



Ask learners to summarize what they have learnt.

Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 12		
Learning Indicator(s)	B2. 4.1.1.3		
Performance Indicator	Learners can describe factors that promote good relationships between children and their parents.		
Strand	The Family and the Community		
Sub strand	Roles And Relationships		
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)
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Lead learners to talk about good relationships. Let learners talk about things that promote good relationships: comporment, respect, love, obedience, humility, friendliness, etc. Let learners identify their friends and say things they like about them. Let learners dramatize behaviors that show good relationships.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Two		
Subject	HISTORY		
Reference	History curriculum Page 13		
Learning Indicator(s)	B2.3.2.1.1		
Performance Indicator	Learners can describe how early trade was carried out between Ghanaians and Europeans		
Strand	My Country Ghana		
Sub strand	International Trading Including Slave Trade		
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
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)
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Describe how early trade was carried out between Ghanaians and the Europeans. Organize learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold. Role play the barter trade in those items.	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.
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Guide learners to use the internet to identify countries with the items they brought that remained part of everyday Ghanaian life. e.g. the Dutch and wax prints. Name the towns that emerged on the coast as a result of European trade with Ghanaians.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

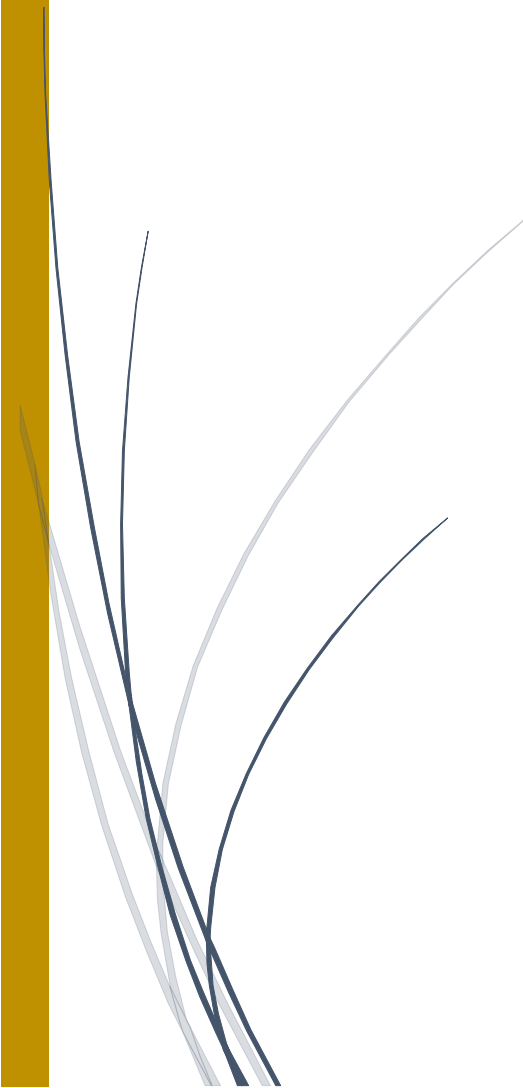
Week Ending			
Class	Two		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B2.2.3.4.3 B2.2.3.5.3		
Performance Indicator	Learners can perform own artworks to share creative experiences that reflect topical issues in other Ghanaian communities		
Strand	Performing Arts		
Sub strand	Displaying and Sharing		
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)
	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.	Plan a display of own music, dance and drama to educate and inform the public on the effects of topical issues experienced in the local community. Discuss the need for performing collection of own or others music, dance and drama. Develop a roadmap for the event (performance): - fixing a date - selecting a venue - inviting an audience.	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.	Select and agree on a theme for the performance; Send manual or electronic invitations (e.g. letters, postcards, WhatsApp); Select own or others compositions for the performance, Plan the sequence of events, stage plan identifying the positions of all facilities. Post-performance activities: cleaning, appreciation, appraisal, evaluation, reporting.	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson.

Week Ending			
Class	Two		
Subject	GHANAIAAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 76		
Learning Indicator(s)	B2.2.7.1.1		
Performance Indicator	Learners can read four to five sentences consisting of eight to ten words		
Strand	Reading		
Sub strand	Silent Reading		
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>Give learners story books consisting of four to five sentences.</p> <p>Lead learners to read the sentences in the story books.</p> <p>Call learners to read the sentences on individual bases.</p> <p>Let learners tell what they understand from what they have read.</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>Give learners story books consisting of four to five sentences.</p> <p>Lead learners to read the sentences in the story books.</p> <p>Call learners to read the sentences on individual bases.</p> <p>Let learners tell what they understand from what they have read.</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>Give learners story books consisting of four to five sentences.</p> <p>Lead learners to read the sentences in the story books.</p> <p>Call learners to read the sentences on individual bases.</p> <p>Let learners tell what they understand from what they have read.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 24		
Learning Indicator(s)	B2.2.4.2.5:		
Performance Indicator	Learners can Identify the roles of body parts not directly involved in catching objects.		
Strand	Movement Concepts, Principles And Strategies		
Sub strand	Body Management		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop communication and critical thinking skills as speaking, listening, and acquisition of new concepts			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to play games, sing songs and recite rhymes to begin the lesson.	Guide learners to understand that the body parts that are not involved in catching the ball help to stabilize the body in absorbing the impact of the ball.	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.

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SAMPLE LESSON NOTES-WEEK 7
BASIC TWO

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right.

Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

SCHEME OF LEARNING- WEEK 7

BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.9.1.1. B2.2.7.2.4. B2.4.10.1.1. B2.5.10.1.1. B2.6.1.1.1	
Performance Indicator		<p>A. Learners can give and respond to commands</p> <p>B. Learners can read level-appropriate texts with little support</p> <p>C. Learners can write about real or imagined experiences or events using the process approach</p> <p>D. Learners can use phonics knowledge to spell words with irregular phonic letter pattern</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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>A. ORAL LANGUAGE (Giving and Responding to Commands)</p> <p>Revise verbs (action words) by having learners identify the present form of verbs and use them in sentences, e.g. come, go, sit, etc. (action).</p> <p>Have several learners obey commands such as 'stand up', 'close the door'.</p> <p>The teacher gives commands which the class/individuals promptly obey.</p> <p>Have Learners role-play giving and responding to commands.</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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>B. READING (Comprehension)</p> <p>Have learners read different texts with little support from teacher.</p> <p>Gradually, scaffold to help learners read independently.</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>
Wednesday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>C. WRITING (Narrative Writing)</p> <p>Ask learners simple questions on their daily routines.</p> <p>Let learners brainstorm and choose a topic for the day. e. g. "A visit to the market"</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>Using questions, assist learners to write a paragraph or two about their experiences.</p> <p>e. g. i. <i>What is the name of the market?</i> ii. <i>Where is the market?</i> iii. <i>What did you buy from the market?</i></p>	
Thursday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Spelling)</i></p> <p>Have learners play the pick and spell game to spell phonetically irregular words. e. g. the, face</p> <p>Have learners use these words in oral and written sentences.</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. <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>


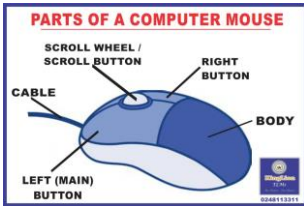
Week Ending	
Class	Two
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B2.3.3.3.I
Performance Indicator	Learners can read the calendar and solve problems involving the number of days in a week and number of months in a year.
Strand	Geometry And Measurement
Sub strand	Measurement- Length, Capacity, Mass And Time
Teaching/ Learning Resources	Ruler, rope, meter rule
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>Take learners through math mental to solve the following.</p> $15 - \square = 10$ $9 + \square = 11$ $\square + 3 = 10$ $\square - 4 = 1$ $14 - \square = 7$	<p>Let learners use the calendar to do the following:</p> <ul style="list-style-type: none"> - Identify or read the day of the week and the month of the year for a given calendar date. <p style="text-align: center;">September</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr> <td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td> </tr> <tr> <td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td> </tr> <tr> <td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td> </tr> <tr> <td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td> </tr> <tr> <td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <p>What day of the week is the first day of September on this calendar?</p> <p>What date is the last Tuesday in September?</p> <p>Assessment: have learners to read the calendar and answer the questions</p>	S	M	T	W	T	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					<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>							
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Tuesday	<p>Take learners through math mental to solve the following.</p> $\square + 3 = 6$ $\square - 8 = 0$ $6 - \square = 2$ $2 + \square = 7$ $\square + 1 = 9$	<p>Let learners use the calendar to do the following:</p> <ul style="list-style-type: none"> - Identify the day (or month) that comes before or after a given day (or month) <p style="text-align: center;">July</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td> </tr> <tr> <td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td> </tr> <tr> <td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td> </tr> <tr> <td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td> </tr> </tbody> </table> <p>A camp starts on July 5 and ends on July 9. How many camp days are there?</p> <p>The campers go swimming on Tuesday and Thursday. On which dates will they swim?</p> <p>How many days are in the month of July?</p> <p>What day of the week is the last day of July on this calendar?</p> <p>Assessment: have learners to read the calendar and answer the questions</p>	S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<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>							
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Wednesday	<p>Take learners through math mental to solve the following.</p> $8 - \square = 2$ $\square + 5 = 14$ $\square - 10 = 7$ $1 + \square = 4$	<p>Let learners use the calendar to do the following:</p> <ul style="list-style-type: none"> - Name, order and count the days in a week and the months in a year. <p style="text-align: center;">November</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td>1</td> </tr> <tr> <td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td> </tr> <tr> <td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td> </tr> <tr> <td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td> </tr> <tr> <td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td> </tr> <tr> <td>30</td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <p>What date is the first Sunday of November?</p> <p>What day of the week is November 14?</p> <p>How many Saturdays are shown in November?</p> <p>Jenna's birthday is November 23. What day of the week is it?</p>	S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							<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>
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<p>Thursday</p>	<p>Take learners through math mental to solve the following.</p> <p>$\square - 4 = 1$</p> <p>$14 - \square = 7$</p> <p>$8 + \square = 14$</p> <p>$18 - \square = 9$</p>	<p>Let learners use the calendar to do the following:</p> <p>- Name, order and count the days in a week and the months in a year.</p> <table border="1" data-bbox="662 239 850 428"> <thead> <tr> <th colspan="7">November</th> </tr> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> </tr> <tr> <td>30</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>What date is the first Sunday of November? What day of the week is November 14? How many Saturdays are shown in November? Jenna's birthday is November 23. What day of the week is it?</p>	November							S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							<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>
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<p>Friday</p>	<p>Take learners through math mental to solve the following.</p> <p>$2 + \square = 7$</p> <p>$\square + 1 = 9$</p> <p>$\square - 1 = 2$</p> <p>$\square + 6 = 11$</p>	<p>Engage learners to sing rhymes on the days of week and months of the year.</p> <p>Ask learners to say the rhyme "Thirty-days has September"</p> <p>30 days has September, April, June, and November. All the rest have 31, Except for February alone, which has 28 days clear, and 29 in each leap year</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		
Learning Indicator(s)	B2.5.3.1.1		
Performance Indicator	Identify the technological devices used in the community and describe their impact		
Strand	Humans and the Environment		
Sub strand	Science And Industry		
Teaching/ Learning Resources	Mobile phones, laptops, toy cars etc.		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Prior to the lesson, give learners an assignment to investigate how people communicated, travelled, sought medical care, etc. in the olden days (in the absence of modern-day technological inventions) Engage learners to communicate their findings based on the investigations.	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Learners name some technological devices they see in the school, at home, in the market places, hospitals, mosque, churches, bus stations, airport, etc. Present some products of technology that can be seen in the community to learners, e.g. mobile phones, computers, school bag, sewing machines and fan. Facilitate a session where learners operate some common devices such as mobile phones, laptops, toy cars etc.	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Let learners brainstorm to find out what will happen if there were no modern technological devices in the community Ask learners to draw a technological device that will improve their communities in future.	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.

Week Ending	
Class	Two
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page
Learning Indicator(s)	B2.5.2.1.1.
Performance Indicator	Learners can Identify the left, right mouse buttons
Strand	My Global Community
Sub strand	Introduction To Computing
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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Lead pupils in a class discussion to describe a computer.</p> <p>Have learners to draw a computer and color it.</p> 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide pupils to state the basic uses of a computer. For example;</p> <ul style="list-style-type: none"> <i>i. For learning,</i> <i>ii. For playing games,</i> <i>iii. For watching movies,</i> <i>iv. For playing music</i> <p>Guide pupils to identify the main parts of a computer and state their functions. e.g. monitor, mouse, keyboard, 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 and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners to Identify the left, right mouse buttons.</p>  <p>Have learners to talk about the mouse and relate to them.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B2. 4.2.1.1:		
Performance Indicator	Learners can describe ways of promoting personal hygiene and safety in the community.		
Strand	The Family and the Community		
Sub strand	Personal Safety In The Community		
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 and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Have learners mention things they need in promoting personal hygiene practices: water, soap, tooth brush and tooth paste, nail cutter, etc.</p> <p>Let learners talk about things they do to show personal hygiene practices: bathing twice a day, brushing of the teeth, at least, twice daily, washing of clothes regularly, washing of hands regularly, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

Week Ending			
Class	Two		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B2.3.2.1.1		
Performance Indicator	Describe how early trade was carried out between Ghanaians and Europeans		
Strand	My Country Ghana		
Sub strand	International Trading Including Slave Trade		
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
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)
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Describe how early trade was carried out between Ghanaians and the Europeans. Organize learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold. Role play the barter trade in those items.	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.
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Guide learners to use the internet to identify countries with the items they brought that remained part of everyday Ghanaian life. e.g. the Dutch and wax prints. Name the towns that emerged on the coast as a result of European trade with Ghanaians.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

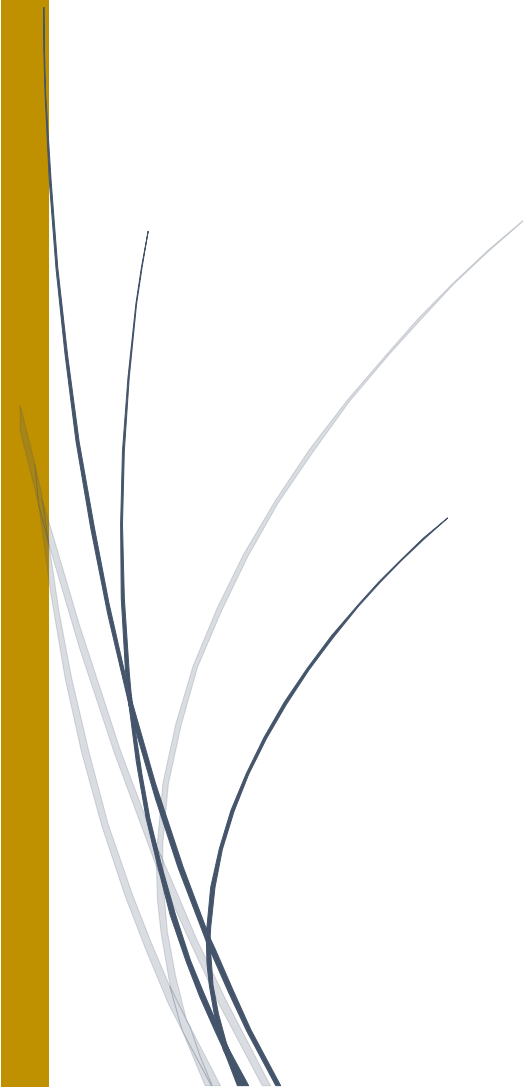
Week Ending			
Class		Two	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum Page	
Learning Indicator(s)		B2.1.4.6.3 B2.1.4.7.3	
Performance Indicator		Learners to agree on guidelines for assessing and deriving meaning from own and others' displayed visual artworks	
Strand		Visual Arts	
Sub strand		Appreciating and Appraising	
Teaching/ Learning Resources		Photos, videos, art paper, colors and traditional art tools,	
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)
	Engage learners to sing songs and play games to begin the lesson.	<p>Appreciating in art is the ability of people to look at a work of art and understand how the work was made.</p> <p>Explain to learners the guidelines and have them agree to it.</p> <ul style="list-style-type: none"> ➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i> ➤ The subject matter: <i>this stage talks about the meaning of the work.</i> ➤ Appraisal: <i>this stage talks of the use of the artwork.</i> ➤ Experience to share: <i>this stage talks about the design process</i> 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	Show pictures or videos to learners on the process of producing earthen ware.	<p>Using the steps in appreciating and appraisal, guide learners to write a note on a previous artwork produced or performed in class.</p> <p>E.g. making of earthenware (ayiwa)</p>  <ul style="list-style-type: none"> ➤ Description of the work: <i>the artwork is made of clay.</i> ➤ The subject matter: <i>the main idea of the artwork is to provide people with a bowl for eating.</i> ➤ Appraisal: <i>it can be sold to make income</i> ➤ Experience to share: <i>the artwork goes through about 5 processes to make.</i> 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>

Week Ending			
Class	Two		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B2.2.8.1.1		
Performance Indicator	Learners can read aloud words and sentences of about four to five words using correct pronunciation.		
Strand	Reading		
Sub strand	Fluency		
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)
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Share Readers or reading books with sentences of four to five words to learners. Let learners scan through the book to look for new vocabulary. Lead learners to mention the words. Lead the class to read and call learners to read as well using correct pronunciation.	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.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Share Readers or reading books with sentences of four to five words to learners. Let learners scan through the book to look for new vocabulary. Lead learners to mention the words. Lead the class to read and call learners to read as well using correct pronunciation.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them.	Share Readers or reading books with sentences of four to five words to learners. Let learners scan through the book to look for new vocabulary. Lead learners to mention the words. Lead the class to read and call learners to read as well using correct pronunciation.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B2.2.5.2.6:		
Performance Indicator	Identify opportunities to use underhand and overhand movement (throw) patterns.		
Strand	Movement Concepts, Principles And Strategies		
Sub strand	Strategies		
Teaching/ Learning Resources	Pictures and Videos		
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 play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Guide learners to understand that underhand and overhand throw are used in games such as netball, basketball, and handball, etc. for passing and shooting.</p>  <p>Underhand throw</p> <p>Overhand throw</p> <p>Organize a mini game for learners to practice the skills</p>	<p>End the lesson with a cool down.</p> <p>Let learners summarize the important points of the lesson.</p>

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SAMPLE LESSON NOTES-WEEK 8
BASIC TWO

Abstract, thin, curved lines in shades of blue and grey originate from the bottom left corner and curve upwards and to the right.

Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

SCHEME OF LEARNING- WEEK 8

BASIC TWO

Name of School.....

Week Ending						
Class		Two				
Subject		ENGLISH LANGUAGE				
Reference		English Language curriculum Page				
Learning Indicator(s)		B2.1.9.1.3. B2.2.7.2.5. B2.4.10.1.1. B2.5.10.1.1. B2.6.1.1.1				
Performance Indicator		<p>A. Learners can respond to commands, instructions and requests</p> <p>B. Learners can use visualization strategy (form mental images about texts) to enhance understanding of level-appropriate texts</p> <p>C. Learners can write about real or imagined experiences or events using the process approach</p> <p>D. Learners can use phonics knowledge to spell words with irregular phonic letter pattern</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>Led learners to recite a few rhymes</p> <p><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</p>	<p>A. ORAL LANGUAGE (Giving and Responding to Commands) Introduce instructions by having learners respond to typical classroom instructions.</p> <p>Create situations for learners to practice giving and responding to instruction.</p> <p>Let learners role-play parents, teachers, prefects, learners giving and responding to instructions, etc.</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 “Get Out Of The Wagon” game.</p> <p>Three words are placed in a wagon/table. Example:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>cake</td> <td>rake</td> <td>king</td> </tr> </table> <p>The child determines which word doesn't rhymes and tells it to 'get out of the wagon'</p>	cake	rake	king	<p>B. READING (Comprehension) Model using visualization strategy to construct meaning from a text.</p> <p>Visualization is the reading strategy that helps learners to create pictures in their head of what they are reading.</p> <p>Through appropriate questions, guide learners to practice using visualization strategy to construct meaning from texts.</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>
cake	rake	king				
Wednesday	<p>Have learners recite familiar rhymes.</p> <p><u>FIVE LITTLE DUCKS</u> Five little ducks went out one day, Over the hills and far away,</p>	<p>C. WRITING (Narrative Writing) Ask learners simple questions on their daily routines.</p> <p>Let learners brainstorm and choose a topic for the day.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>			

	<p>Mother duck said “Quack, quack, quack” But only 4 little ducks came back.</p>	<p>e.g. "A visit to the market" or "A visit to the beach"</p> <p>Using questions, assist learners to write a paragraph or two about their experiences. e. g. i. What is the name of the market? ii. Where is the market? iii. What did you buy from the market?</p> <p>Let learners write a short paragraph and paste it on the notice board.</p>	<p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<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. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> (Spelling)</p> <p>Have learners play the pick and spell game to spell phonetically irregular words. e. g. the, face</p> <p>Have learners use these words in oral and written sentences.</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. <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>

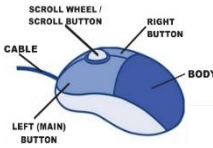
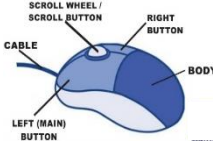
Week Ending	
Class	Two
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B2.3.3.3.1
Performance Indicator	Learners can read the calendar and solve problems involving the number of days in a week and number of months in a year.
Strand	Geometry And Measurement
Sub strand	Measurement- Length, Capacity, Mass And Time
Teaching/ Learning Resources	Ruler, rope, meter rule
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>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>Let learners use the calendar to do the following:</p> <ul style="list-style-type: none"> - Identify or read the day of the week and the month of the year for a given calendar date. <p style="text-align: center;">September</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </table> <p>What day of the week is the first day of September on this calendar? What date is the last Tuesday in September?</p> <p>Assessment: have learners to read the calendar and answer the questions</p>	S	M	T	W	T	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					<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>							
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Tuesday	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p>	<p>Let learners use the calendar to do the following:</p> <ul style="list-style-type: none"> - Identify the day (or month) that comes before or after a given day (or month) <p style="text-align: center;">July</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table> <p>A camp starts on July 5 and ends on July 9. How many camp days are there? The campers go swimming on Tuesday and Thursday. On which dates will they swim? How many days are in the month of July? What day of the week is the last day of July on this calendar?</p> <p>Assessment: have learners to read the calendar and answer the questions</p>	S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<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>							
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Week Ending			
Class	Two		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B2.5.3.1.1		
Performance Indicator	Learners can Identify the technological devices used in the community and describe their impact .		
Strand	Humans and the Environment		
Sub strand	Science And Industry		
Teaching/ Learning Resources	Mobile phones, laptops, toy cars etc.		
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>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Prior to the lesson, give learners an assignment to investigate how people communicated, travelled, sought medical care, etc. in the olden days (in the absence of modern-day technological inventions)</p> <p>Engage learners to communicate their findings based on the investigations</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Write words on th board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson.</p>	<p>Learners name some technological devices they see in the school, at home, in the market places, hospitals, mosque, churches, bus stations, airport, etc.</p> <p>Present some products of technology that can be seen in the community to learners, e.g. mobile phones, computers, school bag, sewing machines and fan</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Facilitate a session where learners operate some common devices such as mobile phones, laptops, toy cars etc.</p> <p>Let learners brainstorm to find out what will happen if there were no modern technological devices in the community</p> <p>Ask learners to draw a technological device that will improve their communities in future.</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 36
Learning Indicator(s)	B2.5.2.1.1.
Performance Indicator	Learners can identify the left, right mouse buttons, use the mouse to perform single and double clicking
Strand	My Global Community
Sub strand	Introduction To Computing
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>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Guide learners to identify the parts of a mouse.</p>  <p>Learners point out parts of the mouse and call out the name of the parts pointed.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do while you go round to guide those who need help.</p>
	<p>Write words on the board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson.</p>	<p>Guide learners to identify the parts of a mouse.</p>  <p>Learners point out parts of the mouse and call out the name of the parts pointed.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Take learners through the use of the mouse in computer applications.</p> <p>Learners to demonstrate in groups how to use the mouse e.g. the left button can perform single and double clicks in a game exercise.</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		
Learning Indicator(s)	B2. 4.2.1.1:		
Performance Indicator	Learners can describe ways of promoting personal hygiene and safety in the community.		
Strand	The Family and the Community		
Sub strand	Personal Safety In The Community		
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)
	Draw or print pictures of vocabulary words in the lesson with numbers on it and paste them on the classroom wall. Ask learners to make a list of them.	Have learners mention things they need in promoting personal hygiene practices: water, soap, tooth brush and tooth paste, nail cutter, etc. Let learners talk about things they do to show personal hygiene practices: i. <i>bathing twice a day,</i> ii. <i>brushing of the teeth, at least, twice daily,</i> iii. <i>washing of clothes regularly, iv. washing of hands regularly, etc.</i>	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.

Week Ending			
Class	Two		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B2.3.2.1.1		
Performance Indicator	Learners can describe how early trade was carried out between Ghanaians and Europeans		
Strand	My Country Ghana		
Sub strand	International Trading Including Slave Trade		
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
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)
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Describe how early trade was carried out between Ghanaians and the Europeans. Organize learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold. Role play the barter trade in those items.	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.
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Guide learners to use the internet to identify countries with the items they brought that remained part of everyday Ghanaian life. e.g. the Dutch and wax prints. Name the towns that emerged on the coast as a result of European trade with Ghanaians.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Two		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B2.2.4.6.3 B2.2.4.7.3		
Performance Indicator	Learners can report own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved		
Strand	Performing Arts		
Sub strand	Appreciating and Appraising		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
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>Use questions and answers to revise the previous lesson with learners.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>The easiest way to understand and appreciate a performance is to develop a relevance and appropriate criteria or checklist</p> <p>Guide learners to create a checklist or criteria for appreciating and appraising a performance;</p> <ul style="list-style-type: none"> ➤ Creative process ➤ Subject matter ➤ Selection and use of instruments and elements ➤ Styles and techniques ➤ Originality or creativity ➤ Use of space ➤ Selection and use of costumes ➤ Symbolism and cultural relevance ➤ Aesthetic qualities ➤ suitability 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	<p>Show pictures of people performing the “kete” dance to learners’</p> <p>let learners observe and talk about the pictures</p> 	<p>Lead a discussion to explain the criteria with learners.</p> <p>Now let learners use the checklist to appreciate and appraise a previous art performance in class. e.g. the ‘kete’ Dance.</p> <p>Put learners into groups of 2 or 3 depending on the size of the class.</p> <p>Invite each group to perform the ‘kete’ dance as others will be observing.</p> <p>Set up a three member judge to use the checklist or criteria to appraise the performance of each group.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>

Week Ending	
Class	Two
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page
Learning Indicator(s)	B2.3.4.1.1 B2.3.4.1.2
Performance Indicator	Learners can write short sentences with correct spacing about objects, people, places and pets.
Strand	Writing
Sub strand	Writing & Copying Simple Sentence With Correct Spacing
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>Put learners into groups.</p> <p>Have learners fine words for each of the alphabets letters on the topic.</p> <p>The group with the most words wins.</p>	<p>Draw objects and pets on a manila card and display it to learners.</p> <p>Lead learners through discussion to mention the things drawn on the card.</p> <p>Use the words to form simple sentences and lead learners to read them aloud.</p> <p>Let learners read the simple sentences aloud individually.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Let learners write simple sentences with correct spacing about objects and pets.</p> <p>Show a picture of people and places to learners.</p> <p>Lead learners to discuss the picture.</p> <p>Use the names of the people and places in the picture to form simple sentences.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Engage learners to sing songs and recite rhymes</p> <p>Sea shells She sells seashells by the seashore The shells she sells are surely seashells So if she sells shells on the seashore, I am sure she sell seashore shells</p>	<p>Lead learners to read the sentences aloud.</p> <p>Let learners read the sentences aloud on their own.</p> <p>Call individual learners to read the sentences.</p> <p>Let learners form their own sentences using the names of people and places in the picture.</p> <p>Let learners write short sentences with correct spacing about the people and places in the drawing.</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	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B2.3.4.3.4:		
Performance Indicator	Learners can perform lower back stretch.		
Strand	Physical Fitness		
Sub strand	Endurance		
Teaching/ Learning Resources	Pictures and Videos		
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 play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Learners lie face down with feet together and arm stretched sideways.</p> <p>Learners lift their head and chest up without using the arms as support up to their limit.</p> <p>They should maintain the position as long as they can before they lie back flat on the floor.</p> <p>Encourage them to work for further distance from the ground.</p>	<p>End the lesson with a cool down.</p> <p>Let learners summarize the important points of the lesson.</p>

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SAMPLE LESSON NOTES-WEEK 9
BASIC TWO

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right.

Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

SCHEME OF LEARNING- WEEK 9

BASIC TWO


Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.10.1.1. B2.2.9.1.1. B2.4.10.1.1. B2.5.10.1.1. B2.6.1.1.1	
Performance Indicator		<p>A. Learners can speak with confidence before different audience</p> <p>B. Learners can read texts/stories/passages with good pace, accuracy and expression</p> <p>C. Learners can write about real or imagined experiences or events using the process approach</p> <p>D. Learners can use phonics knowledge to spell words with irregular phonic letter pattern</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>FIVE LITTLE DUCKS</u> Five little ducks went out one day, Over the hills and far away, Mother duck said "Quack, quack, quack" But only 4 little ducks came back.</p>	<p>A. ORAL LANGUAGE (Presentation)</p> <p>Put learners in pairs to share their holiday plans with each other.</p> <p>Have each person share his/her friend's plans with the class.</p> <p>Use probing questions to get learners give additional information: e.g. i. Where will he go first? ii. What will he be doing there? etc.</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 sing songs and recite familiar rhymes</p> <p><u>LITTLE TOMMY TITTLEMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.</p>	<p>B. READING (Fluency)</p> <p>Model reading aloud with the focus on pace and expression.</p> <p>Have learners, in group/pairs, read short texts aloud with the appropriate pace, accuracy and expression.</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>
Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>MISS POLLY HAD A DOLLY</u> Miss Polly had a dolly who is sick, sick, sick So she phoned for the doctor to come quick, quick, quick. The doctor came with his bag and his hat, And knocked at the door with a rat-a-tat-tat. He looked at the dolly and shook his head.</p>	<p>C. WRITING (Narrative Writing)</p> <p>Ask learners simple questions on their daily routines.</p> <p>Let learners brainstorm and choose a topic for the day. e.g. "A visit to the market" or "A visit to the beach"</p> <p>Using questions, assist learners to write a paragraph or two about their experiences.</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>

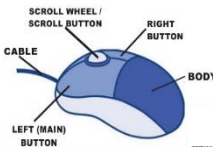
	<p>And said “Miss Polly put her straight to bed” He wrote a paper for a pill, pill, pill. I’ll be back in the morning with the bill, bill, bill.</p>	<p>e. g. <i>i. What is the name of the market?</i> <i>ii. Where is the market?</i> <i>iii. What did you buy from the market?</i></p> <p>Let learners write a short paragraph and paste it on the notice board.</p>	
Thursday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Spelling)</i></p> <p>Have learners play the pick and spell game to spell phonetically irregular words. e. g. the, face</p> <p>Have learners use these words in oral and written sentences.</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. <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 39		
Learning Indicator(s)	B2.3.3.3.2		
Performance Indicator	Learners can use arbitrary units and hour on the clock to measure time to complete simple events.		
Strand	Geometry And Measurement		
Sub strand	Measurement- Length, Capacity, Mass And Time		
Teaching/ Learning Resources	Ruler, rope, meter rule		
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>Mix up playing cards. Put learners into groups of two</p> <p>Shuffle and place the cards face down on the table. Player one flips over the top two cards. Player two then have to add up the numbers</p>	<p>Let learners identify personal referents for minutes or hours.</p> <p>Engage learners in activities to find out the time taken to do them. e.g. play the game of filling bottles with water. Invite three learners to fill bottles with water. The first to finish wins.</p> <p>Learners record their own time to identify referents for minutes or hours. e.g. it took me exactly 2 minutes to fill up that bottle.</p> <p>Assessment: Engage learners in other activities to identify personal referents for minutes or hours e.g. 10 minutes is about the time it takes to walk from my house to school.</p> <p>3 hours is about the time it takes to clear a plot of land 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 individual or home task.</p>
Tuesday	<p>Let learners close their eyes. While their eyes are closed, erase one or more numbers.</p> <p>Learners again open their eyes to find the missing numbers.</p> <p>Let learners justify their answers.</p>	<p>Brainstorm learners to identify activities that can or cannot be accomplished in minutes, hours, days, months and years.</p> <p>Write out each point on the board for further discussion. e.g. cooking Rice can take up to 10 minutes to finish. We can't build a Storey building in a day.</p> <p>Assessment: In groups, let learners find out activities that can or cannot be accomplished in minutes, hours, days, months and years.</p> <p>Encourage learners to write their findings 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>
Wednesday	Engage learners to sing the song	Display the stop clock or watches on the table.	Ask learners to tell you what they have learnt and

	<p><u>WE CAN COUNT</u> We class three We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class three can count very well.</p>	<p>Ask learners to identify and tell their uses.</p> <p>Let learners understanding that they are going to tell how much time it would take them to perform certain activates.</p> <p>Put learners into groups of four. Invite a member from each group to <i>walk round the school building</i>. Ask learners to time themselves, using watches or clock and tell how much time (in minutes and seconds) it would take them to accomplish it.</p> <p>You can also engage learners to undertake the following activities to tell how much time involved. ii. Walk to the nearest house to the school; iii. Walk to the nearest toilet; etc.</p>	<p>what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>																				
Thursday	<p>Put leaners in two groups. Call out a number between 1 and 6. E.g. 3.</p> <p>Learners must call out the double (2x) of that number.</p> <p>In this case 6 is the answer.</p> <p>Try out more numbers. The group that answers more wins</p>	<p>Give learners the start and end times of events and ask them to determine the duration of the event. e.g. Henry took an examination which started 9:00am and ended at exactly 10:45am. How many hours did he used? Answer: <i>Henry used 1 hour and 45 minutes to write the exams.</i></p> <p>Complete the table</p> <table border="1"> <thead> <tr> <th>Sporting event</th> <th>Start</th> <th>Finish</th> <th>How long</th> </tr> </thead> <tbody> <tr> <td>Ampe</td> <td>10.30 a.m.</td> <td>10.45 a.m.</td> <td></td> </tr> <tr> <td>Netball</td> <td>9.00am</td> <td>10.00am</td> <td></td> </tr> <tr> <td>Basket ball</td> <td>2.00pm</td> <td>3.50pm</td> <td></td> </tr> <tr> <td>Football</td> <td>3.30pm</td> <td>5.00pm</td> <td></td> </tr> </tbody> </table>	Sporting event	Start	Finish	How long	Ampe	10.30 a.m.	10.45 a.m.		Netball	9.00am	10.00am		Basket ball	2.00pm	3.50pm		Football	3.30pm	5.00pm		<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>
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Friday	<p>Share some few jokes with learners. You can two their jokes as well e.g. An American girl farts and says “Excuse me”.</p> <p>A Ghanaian girl farts and you will hear “Ohh! beans wei koraa”</p>	<p>Give learners the start and end times of events and ask them to determine the duration of the event. e.g. Henry took an examination which started 9:00am and ended at exactly 10:45am. How many hours did he used? Answer: <i>Henry used 1 hour and 45 minutes to write the exams.</i></p> <p>Complete the table</p> <table border="1"> <thead> <tr> <th>Sporting event</th> <th>Start</th> <th>Finish</th> <th>How long</th> </tr> </thead> <tbody> <tr> <td>Ampe</td> <td>10.30 a.m.</td> <td>10.45 a.m.</td> <td></td> </tr> <tr> <td>Netball</td> <td>9.00am</td> <td>10.00am</td> <td></td> </tr> <tr> <td>Basket ball</td> <td>2.00pm</td> <td>3.50pm</td> <td></td> </tr> <tr> <td>Football</td> <td>3.30pm</td> <td>5.00pm</td> <td></td> </tr> </tbody> </table>	Sporting event	Start	Finish	How long	Ampe	10.30 a.m.	10.45 a.m.		Netball	9.00am	10.00am		Basket ball	2.00pm	3.50pm		Football	3.30pm	5.00pm		<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>
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Week Ending			
Class	Two		
Subject	SCIENCE		
Reference	Science curriculum Page 47		
Learning Indicator(s)	B2.5.3.2.1		
Performance Indicator	Know the ways foods are processed for consumption		
Strand	Humans and the Environment		
Sub strand	Science And Industry		
Teaching/ Learning Resources	Mobile phones, laptops, toy cars etc.		
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>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Let learners draw and display the foods they eat every day.</p>  <p>Ask learners to state why food must be processed before it is consumed.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>In groups learners discuss ways of processing foods for consumption. e.g., roasting, frying, and boiling, and communicate their ideas to the whole class.</p> <p>Present samples of raw food stuffs to learners and let them talk about how they can process them for consumption.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Emphasize on key processing methods such as washing, boiling, frying, baking, roasting etc.</p> <p>Assign learners to find out how foods are processed for consumption in their communities before the lesson.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending	
Class	Two
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 36
Learning Indicator(s)	B2.5.2.1.1.
Performance Indicator	Learners can identify the left, right mouse buttons, use the mouse to perform single and double clicking
Strand	My Global Community
Sub strand	Introduction To Computing
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>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Guide learners to identify the parts of a mouse.</p>  <p>Learners point out parts of the mouse and call out the name of the parts pointed.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Take learners through the use of the mouse in computer applications.</p> <p>Learners to demonstrate in groups how to use the mouse e.g. the left button can perform single and double clicks in a game exercise.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Engage learners in activities that involve the use of the computer mouse.</p> <p>Take learners through the types of mouse and how to identify them. That is; laser and mechanical mouse.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B2. 4.2.1.1:		
Performance Indicator	Learners can describe ways of promoting personal hygiene and safety in the community.		
Strand	The Family and the Community		
Sub strand	Personal Safety In The Community		
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>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Have learners mention things they need in promoting personal hygiene practices: water, soap, tooth brush and tooth paste, nail cutter, etc.</p> <p>Let learners talk about things they do to show personal hygiene practices:</p> <p>i. <i>bathing twice a day,</i> ii. <i>brushing of the teeth, at least, twice daily,</i> iii. <i>washing of clothes regularly, iv. washing of hands regularly, etc.</i></p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	Two		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B2.3.2.1.1		
Performance Indicator	Learners can describe how early trade was carried out between Ghanaians and Europeans		
Strand	My Country Ghana		
Sub strand	International Trading Including Slave Trade		
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
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)
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Describe how early trade was carried out between Ghanaians and the Europeans. Organize learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold. Role play the barter trade in those items.	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.
	Let learners act as teachers to review the previous lesson. Encourage learners to pose questions for clarification	Guide learners to use the internet to identify countries with the items they brought that remained part of everyday Ghanaian life. e.g. the Dutch and wax prints. Name the towns that emerged on the coast as a result of European trade with Ghanaians.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

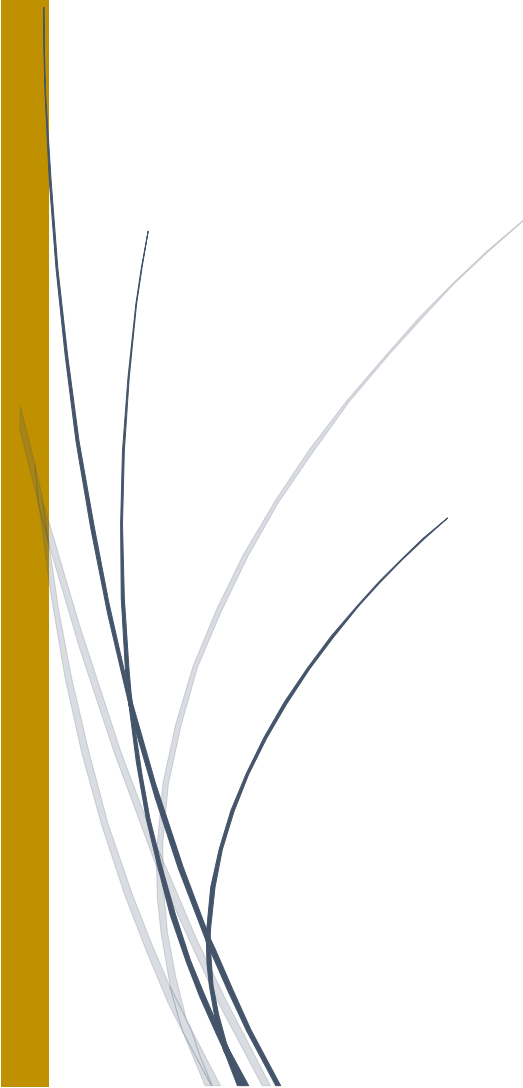
Week Ending			
Class	Two		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B2.2.1.1		
Performance Indicator	Learners can produce artworks found in other communities in Ghana.		
Strand	Visual Arts & Performing Arts		
Sub strand	Thinking and Exploring Ideas (School based project)		
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>Learners to sing songs and play games to get them ready for the lesson</p> <p>Show pictures of visual artworks to learners for them to observe and talk about them</p>	<p>In our last visual arts lesson, we learnt how to make clay pot using materials in the local community.</p> <p>Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make clay pot.</p> <p>Demonstrate and guide learners to make a simple clay pot.</p> <p>Allow learners to practice in groups following the steps provided</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>In our last performing arts lesson, we learnt how to create our own dance moves.</p> <p>Guide learners to pick a piece of music for the dance. e.g. a circular music, gospel music, etc.</p> <p>Guide learners to determine the style and plan the dance. Show learners a video or pictures of the dance you want to teach.</p> <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	Two		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 85		
Learning Indicator(s)	B2.5.6.1.1-3		
Performance Indicator	Learners can recognize and use nouns in simple sentences.		
Strand	Writing Conventions/ Usage		
Sub strand	Use Of Simple & Compound Sentences		
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>Put learners into groups.</p> <p>Have learners fine words for each of the alphabets letters on the topic.</p> <p>The group with the most words wins.</p>	<p>Let learners mention names of places and people they know.</p> <p>Write simple sentences on flashcards.</p> <p>Let learners read the sentences on the flashcard. Discuss the various parts of the sentence with learners.</p> <p>Show learners the structure of simple sentences on a card.</p> <p>Lead learners through discussions to recognize the structure of a simple sentence.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Let learners mention names of people and places they know.</p> <p>Write simple sentences on flashcards and lead learners to read the sentences.</p> <p>Let learners read the sentences as a group. Call learners to read the sentences individually.</p> <p>Assist learners to recognize nouns in simple sentences.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Engage learners to sing songs and recite rhymes "Itsy Bitsy Spider" The itsy bitsy spider crawled up the water spout. Down came the rain, and washed the spider out. Out came the sun, and dried up all the rain and the itsy bitsy spider went up the spout again"</p>	<p>Revise the lesson on nouns with learners.</p> <p>Write simple sentences on flashcards and call learners to read the sentences.</p> <p>Let learners recognize the nouns in the sentence.</p> <p>Let learners use the nouns to form simple sentences.</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	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B2.4.1.4.2:		
Performance Indicator	Mention the components of physical fitness.		
Strand	Physical Fitness Concepts, Principles And Strategies		
Sub strand	Body Composition		
Teaching/ Learning Resources	Pictures and Videos		
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>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Learners identify the five major components of physical fitness as</p> <ol style="list-style-type: none"> i. cardiovascular ii. muscular strength iii. muscular endurance iv. flexibility v. body composition  <p>Give it to them as project and discuss it in class.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

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SAMPLE LESSON NOTES-WEEK 10
BASIC TWO

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right.

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SCHEME OF LEARNING- WEEK 10

BASIC TWO

Name of School.....


Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.10.1.1. B2.2.9.1.1. B2.4.12.1.1. B2.5.10.1.1. B2.6.1.1.1	
Performance Indicator		<p>A. Learners can speak with confidence before different audience</p> <p>B. Learners can read texts/stories/passages with good pace, accuracy and expression</p> <p>C. Learners can use simple sentences to describe feelings</p> <p>D. Learners can use phonics knowledge to spell words with irregular phonic letter pattern</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>FIVE LITTLE DUCKS</u> Five little ducks went out one day, Over the hills and far away, Mother duck said "Quack, quack, quack" But only 4 little ducks came back.</p>	<p><u>A. ORAL LANGUAGE</u> (Presentation)</p> <p>Put learners in pairs to share their holiday plans with each other.</p> <p>Have each person share his/her friend's plans with the class.</p> <p>Use probing questions to get learners give additional information: e.g. i. Where will he go first? ii. What will he be doing there? etc.</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 sing songs and recite familiar rhymes</p> <p><u>LITTLE TOMMY TITTLEMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.</p>	<p><u>B. READING</u> (Fluency)</p> <p>Model reading aloud with the focus on pace and expression.</p> <p>Have learners, in group/pairs, read short texts aloud with the appropriate pace, accuracy and expression.</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>
Wednesday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p><u>C. WRITING</u> (Descriptive Writing)</p> <p>Let learners name and describe common objects using adjectives.</p> <p>Let learners name various objects in the classroom.</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>Explain what they have to do.</p> <p>Demonstrate the activity by describing an object in 3-5 sentences. Write the sentences on the board.</p> <p>Let individuals choose objects and describe them orally and then in writing.</p>	
Thursday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (Spelling)</p> <p>Have learners play the pick and spell game to spell phonetically irregular words. e. g. the, face</p> <p>Have learners use these words in oral and written sentences.</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>

Week Ending			
Class		Two	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page 39	
Learning Indicator(s)		B2.3.3.3.2	
Performance Indicator		Learners can use arbitrary units and hour on the clock to measure time to complete simple events.	
Strand		Geometry And Measurement	
Sub strand		Measurement- Length, Capacity, Mass And Time	
Teaching/ Learning Resources		Ruler, rope, meter rule	
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>Mix up playing cards. Put learners into groups of two</p> <p>Shuffle and place the cards face down on the table. Player one flips over the top two cards. Player two then have to add up the numbers</p>	<p>Let learners identify personal referents for minutes or hours.</p> <p>Engage learners in activities to find out the time taken to do them. e.g. play the game of filling bottles with water. Invite three learners to fill bottles with water. The first to finish wins.</p> <p>Learners record their own time to identify referents for minutes or hours. e.g. it took me exactly 2 minutes to fill up that bottle.</p> <p>Assessment: Engage learners in other activities to identify personal referents for minutes or hours e.g. 10 minutes is about the time it takes to walk from my house to school.</p> <p>3 hours is about the time it takes to clear a plot of land 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 individual or home task.</p>
Tuesday	<p>Let learners close their eyes. While their eyes are closed, erase one or more numbers. Learners again open their eyes to find the missing numbers. Let learners justify their answers.</p>	<p>Brainstorm learners to identify activities that can or cannot be accomplished in minutes, hours, days, months and years.</p> <p>Write out each point on the board for further discussion. e.g. cooking Rice can take up to 10 minutes to finish. We can't build a Storey building in a day.</p> <p>Assessment: In groups, let learners find out activities that can or cannot be accomplished in minutes, hours, days, months and years.</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>

		Encourage learners to write their findings in their workbooks.																					
Wednesday	Engage learners to sing the song <u>WE CAN COUNT</u> We class three We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class three can count very well.	Display the stop clock or watches on the table. Ask learners to identify and tell their uses. Let learners understanding that they are going to tell how much time it would take them to perform certain activities. Put learners into groups of four. Invite a member from each group to <i>walk round the school building</i> . Ask learners to time themselves, using watches or clock and tell how much time (in minutes and seconds) it would take them to accomplish it. You can also engage learners to undertake the following activities to tell how much time involved. ii. Walk to the nearest house to the school; iii. Walk to the nearest toilet; etc.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.																				
Thursday	Put learners in two groups. Call out a number between 1 and 6. E.g. 3. Learners must call out the double (2x) of that number. In this case 6 is the answer. Try out more numbers. The group that answers more wins	Give learners the start and end times of events and ask them to determine the duration of the event. e.g. Henry took an examination which started 9:00am and ended at exactly 10:45am. How many hours did he used? <i>Answer: Henry used 1 hour and 45 minutes to write the exams.</i> Complete the table <table border="1"> <thead> <tr> <th>Sporting event</th> <th>Start</th> <th>Finish</th> <th>How long</th> </tr> </thead> <tbody> <tr> <td>Ampe</td> <td>10.30 a.m.</td> <td>10.45 a.m.</td> <td></td> </tr> <tr> <td>Netball</td> <td>9.00am</td> <td>10.00am</td> <td></td> </tr> <tr> <td>Basket ball</td> <td>2.00pm</td> <td>3.50pm</td> <td></td> </tr> <tr> <td>Football</td> <td>3.30pm</td> <td>5.00pm</td> <td></td> </tr> </tbody> </table>	Sporting event	Start	Finish	How long	Ampe	10.30 a.m.	10.45 a.m.		Netball	9.00am	10.00am		Basket ball	2.00pm	3.50pm		Football	3.30pm	5.00pm		Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
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Friday	Share some few jokes with learners. You can two their jokes as well e.g. An American girl farts and says “Excuse me”. A Ghanaian girl farts and you will hear “Ohh! beans wei koraa”	Give learners the start and end times of events and ask them to determine the duration of the event. e.g. Henry took an examination which started 9:00am and ended at exactly 10:45am. How many hours did he used? <i>Answer: Henry used 1 hour and 45 minutes to write the exams.</i> Complete the table <table border="1"> <thead> <tr> <th>Sporting event</th> <th>Start</th> <th>Finish</th> <th>How long</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Sporting event	Start	Finish	How long					Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.												
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		Football	3.30pm	5.00pm		

Week Ending			
Class	Two		
Subject	SCIENCE		
Reference	Science curriculum Page 47		
Learning Indicator(s)	B2.5.3.2.1		
Performance Indicator	Know the ways foods are processed for consumption		
Strand	Humans and the Environment		
Sub strand	Science And Industry		
Teaching/ Learning Resources	Mobile phones, laptops, toy cars etc.		
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>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Let learners draw and display the foods they eat every day.</p>  <p>Ask learners to state why food must be processed before it is consumed.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>In groups learners discuss ways of processing foods for consumption. e.g., roasting, frying, and boiling, and communicate their ideas to the whole class.</p> <p>Present samples of raw food stuffs to learners and let them talk about how they can process them for consumption.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Emphasize on key processing methods such as washing, boiling, frying, baking, roasting etc.</p> <p>Assign learners to find out how foods are processed for consumption in their communities before the lesson.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>


Week Ending			
Class	Two		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 37		
Learning Indicator(s)	B2.5.3.1.1.		
Performance Indicator	Identify sources of information		
Strand	My Global Community		
Sub strand	Sources Of Information		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity			
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)
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson.	Bring real items or pictures of telephone, mobile phone, radio etc., to class. Learners talk about the use of these technological tools. Learners draw the items used for receiving and sending information e.g. mobile phone.	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.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Bring real items or pictures of telephone, mobile phone, radio etc., to class. Learners talk about the use of these technological tools. Learners draw the items used for receiving and sending information e.g. mobile phone.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Let learners act as teachers to review the previous lesson. Encourage learners to pose questions for clarification	Bring real items or pictures of telephone, mobile phone, radio etc., to class. Learners talk about the use of these technological tools. Learners draw the items used for receiving and sending information e.g. mobile phone.	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.

Week Ending			
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 13		
Learning Indicator(s)	B2. 4.2.1.1:		
Performance Indicator	Learners can describe ways of promoting personal hygiene and safety in the community.		
Strand	The Family and the Community		
Sub strand	Personal Safety In The Community		
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>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Let learners talk about things they do to show personal hygiene practices:</p> <p>i. <i>bathing twice a day,</i> ii. <i>brushing of the teeth, at least, twice daily,</i> iii. <i>washing of clothes regularly, iv. washing of hands regularly, etc.</i></p> <p>Through dramatization, let learners demonstrate personal hygiene practices.</p> <p>Let learners draw items used in keeping their bodies clean.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	Two		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B2.3.2.1.1		
Performance Indicator	Learners can describe how early trade was carried out between Ghanaians and Europeans		
Strand	My Country Ghana		
Sub strand	International Trading Including Slave Trade		
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
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)
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Describe how early trade was carried out between Ghanaians and the Europeans. Organize learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold. Role play the barter trade in those items.	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.
	Let learners act as teachers to review the previous lesson. Encourage learners to pose questions for clarification	Guide learners to use the internet to identify countries with the items they brought that remained part of everyday Ghanaian life. e.g. the Dutch and wax prints. Name the towns that emerged on the coast as a result of European trade with Ghanaians.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

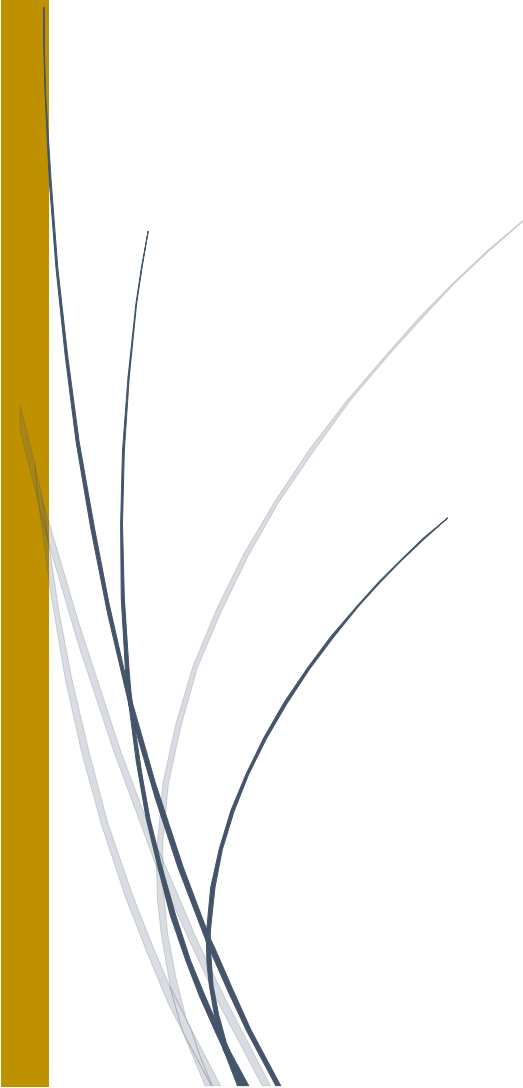
Week Ending			
Class	Two		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B2.1.2.2 B2.1.2.3		
Performance Indicator	Learners can create own artworks from imagination, based on artworks produced or found in other communities in Ghana.		
Strand	Visual Arts & Performing Arts		
Sub strand	Planning, Making and Composing		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
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>Activate the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Engage learners to make a simple beadwork using materials in the local community.</p> <p>Learners gather materials and tools available in their community.</p> <p>Demonstrate and guide learners to make a simple beadwork.</p> <p>Allow learners to practice in groups following the steps provided</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Show learners a video or pictures of the dance you want to teach.</p>  <p style="text-align: center; color: red;">Bamaya dance</p>	<p>In our last performing arts lesson, we learnt how to create our own dance moves.</p> <p>Guide learners to pick a piece of music for the dance. e.g. Bamaya dance</p> <p>Guide learners to determine the style and plan of the dance. Show learners a video or pictures of the dance you want to teach.</p> <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	Two		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 58		
Learning Indicator(s)	B1.6.1.1.1		
Performance Indicator	Learners can read simple sentences of about three to four words.		
Strand	Extensive Reading		
Sub strand	Building the Love And Culture of Reading In Learners		
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)
	Engage learners to sing songs and recite rhymes <u>Row, Row, Row Your Boat</u> Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.	Let learners say the letters of the alphabet. Write words on a flashcard. Let learners pick the flashcards in turns and let them mention the word on the card. Lead learners to spell the words as a group and on individual bases.	Ask learners questions to review their understanding of the lesson. Give learners task to do while you go round to guide those who need help.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Write the words on the board leaving out some letters. Call learners to fill the blank spaces with the correct letter. Write more words on the board leaving some letters out and call learners to fill the blank spaces with the missing letter. Guide learners to fill in blank spaces in simple words.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Engage learners to sing songs and recite rhymes <u>Ding dong bell.</u> Pussy's at the well. Who took her there? Little Johnny Hare. Who'll bring her in? Little Tommy Thin. What a jolly boy was that To get some milk for pussy cat, Who ne'er did any harm? But played with the mice in his father's barn	Let learners say the letters of the alphabet as a group. Call individual learners to say the letters of the alphabet. Write four-letter words on the board. Lead learners to say the words aloud. Let learners say the words on their own. Help learners to write four-letter words correctly.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 27		
Learning Indicator(s)	B2.4.4.4.5		
Performance Indicator	Classify PE equipment into new and old.		
Strand	Physical Fitness Concepts, Principles And Strategies		
Sub strand	Safety And Injuries		
Teaching/ Learning Resources	Pictures and Videos		
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>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Place PE equipment like discus, javelin, etc. on a table and let learners identify them</p>  <p>Guide learners to sort them into new and old by their appearance and usage.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

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SAMPLE LESSON NOTES-WEEK 11
BASIC TWO

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SCHEME OF LEARNING- WEEK 11

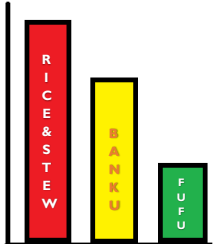
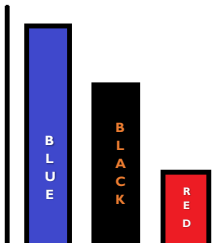
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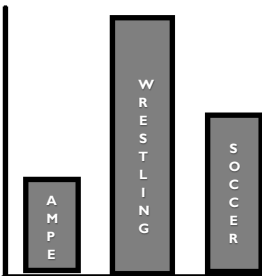
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Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.10.1.2. B2.2.9.1.2. B2.4.12.1.1. B2.5.10.1.1. B2.6.1.1.1	
Performance Indicator		<p>A. Learners can maintain appropriate posture, eye contact and use appropriate verbal and non-verbal cues to convey meaning</p> <p>B. Learners can read and recognize 120 sight words</p> <p>C. Learners can use simple sentences to describe feelings</p> <p>D. Learners can use phonics knowledge to spell words with irregular phonic letter pattern</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>FIVE LITTLE DUCKS</u> Five little ducks went out one day, Over the hills and far away, Mother duck said "Quack, quack, quack" But only 4 little ducks came back.</p>	<p>A. <u>ORAL LANGUAGE</u> (Presentation)</p> <p>Model appropriate posture, eye contact and use verbal and non-verbal clues.</p> <p>Let learners observe and do same.</p> <p>Discuss when to use various postures, eye contact, verbal and non-verbal clues when talking to different people e.g. teacher, friend.</p> <p>Have learners role-play how to maintain appropriate posture, verbal and non-verbal clues in communication. e.g. crossed arms and unblinking eye gaze to indicate disapproval.</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 sing songs and recite familiar rhymes</p> <p><u>LITTLE TOMMY TITTLEMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.</p>	<p>B. <u>READING</u> (Fluency)</p> <p>Introduce learners to more sight words in context</p> <p>Have them identify and use at least 120 sight-words</p> <p>Remember to focus on a few at a time.</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>
Wednesday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p>	<p>C. <u>WRITING</u> (Descriptive Writing)</p> <p>Let learners name and describe common objects using adjectives.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>

	Using questions and answers, review their understanding of the previous lesson.	Let learners name various objects in the classroom. Explain what they have to do. Demonstrate the activity by describing an object in 3-5 sentences. Write the sentences on the board. Let individuals choose objects and describe them orally and then in writing.	Have learners to read and spell some of the keywords in the lesson
Thursday	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson.	<u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Spelling)</i> Have learners play the pick and spell game to spell phonetically irregular words. e. g. the, face Have learners use these words in oral and written sentences.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Friday	Engage learners to recite a few rhymes with actions Have a variety of age appropriate books for learners to make a choice from.	<u>C. EXTENSIVE READING</u> Use the Author's chair to introduce the reading/ library time. Introduce narratives, pop-up and flip-the-page texts to learners. Introduce e-books to learners, if available.	Call learners in turns to tell the whole class what they read. Let Learners draw parts of the story they read

Week Ending	
Class	Two
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 40
Learning Indicator(s)	B2.4.1.1.1
Performance Indicator	Learners can use tallies checkmark, charts lists or objects to collect and organize data
Strand	Data
Sub strand	Data Collection And Organization
Teaching/ Learning Resources	Class registers, school based assessment
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>Ask learners questions to review their understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Revise with learners on some of the key words used. e.g. data, the number collected for the analysis, bar graph, etc.</p> <p>Draw a bar graph on the board depicting the food learners like best</p>  <p>Learners to use the graph to answer and/or pose questions, and justify the answers, based on the organized data e.g. "What is the class favorite food?"</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Tuesday	<p>Ask learners questions to review their understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Draw a bar graph on the board depicting learners favorite colors</p>  <p>Learners to use the graph to answer and/or pose questions, and justify the answers, based on the organized data e.g. "What is the class favorite color?"</p> <p>Encourage learners to ask questions about the bar graph.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Wednesday	<p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Draw a bar graph on the board depicting learners favorite sports.</p>	<p>Ask learners to tell you what they have learnt</p>


	Engage learners to play games and sing songs to begin the lesson.	 <p>Learners to use the graph to answer and/or pose questions, and justify the answers, based on the organized data e.g. "What is the class favorite sport?"</p>	Give learners individual or home task
Thursday	Engage learners to play games and sing songs to begin the lesson.	<p>Engage learners to collect data and represent it using bar graph.</p> <p>Let learners answer questions based on the graph they have drawn.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Friday	Engage learners to play games and sing songs to begin the lesson.	<p>Engage learners to collect data and represent it using bar graph.</p> <p>Let learners answer questions based on the graph they have drawn.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending			
Class	Two		
Subject	SCIENCE		
Reference	Science curriculum Page 34		
Learning Indicator(s)	B2.5.4.1.1		
Performance Indicator	Describe the conditions of the weather		
Strand	Humans and the Environment		
Sub strand	Climate Change		
Teaching/ Learning Resources	Pictures depicting bush burning, burning of rubbish, throwing rubbish into water bodies		
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>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Take learners out to observe the weather and talk about whether they feel hot or cold.</p> <p>Guide learners to talk about other weather conditions, e.g. rainy, windy, sunny and cloudy.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Show pictures or videos of different weather conditions and activities people do under different weather conditions.</p> <p>Learners talk about what they observe during different weather conditions: rainy, windy, sunny and cloudy.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Let learners sing songs on the weather, e.g. rain, rain go away.</p> <p>Act a play on the lesson taught.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	Two		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 37		
Learning Indicator(s)	B2.5.4.1.1.		
Performance Indicator	Demonstrate sending and receiving information from other gadgets		
Strand	My Global Community		
Sub strand	Technology In Communication		
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>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Guide learners through demonstration to talk about where one can send and receive information in a discussion e.g. Poster, road signs, newspapers, telephones calls, SMS, etc.</p> <p>Bring sources of data e.g. newspapers or class registers to class Guide learners, through demonstration, to identify data and record them in their books, e.g. listening to radio, newspaper, talking to people, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Bring sources of data e.g. newspapers or class registers to class Guide learners, through demonstration, to identify data and record them in their books, e.g. listening to radio, newspaper, talking to people, etc.</p> <p>Through group work, guide learners to talk about the type of information they should pay attention to e.g. information on their education, parents.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Bring sources of data e.g. newspapers or class registers to class Guide learners, through demonstration, to identify data and record them in their books, e.g. listening to radio, newspaper, talking to people, etc.</p> <p>Through group work, guide learners to talk about the type of information they should pay attention to e.g. information on their education, parents.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 13		
Learning Indicator(s)	B2. 4.2.1.1:		
Performance Indicator	Learners can describe ways of promoting personal hygiene and safety in the community.		
Strand	The Family and the Community		
Sub strand	Personal Safety In The Community		
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>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Have learners mention things they need in promoting safety in the community: brooms, scrubbing brushes, rakes, cutlasses, street lights, etc.</p> <p>Let learners talk about things that must be done to ensure safety in the community: clearing of surroundings, de-silting choked gutters, creating watch-dog groups and reporting crimes or criminals (bad people or bad behaviors), etc.</p> <p>Help learners demonstrate safe community practices.</p> <p>Let learners draw items used in keeping our communities clean.</p> <p>Let learners draw people who keep our communities safe.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	Two		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B2.3.2.1.1		
Performance Indicator	Learners can describe how early trade was carried out between Ghanaians and Europeans		
Strand	My Country Ghana		
Sub strand	International Trading Including Slave Trade		
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
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)
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Describe how early trade was carried out between Ghanaians and the Europeans. Organize learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold. Role play the barter trade in those items.	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.
	Let learners act as teachers to review the previous lesson. Encourage learners to pose questions for clarification	Guide learners to use the internet to identify countries with the items they brought that remained part of everyday Ghanaian life. e.g. the Dutch and wax prints. Name the towns that emerged on the coast as a result of European trade with Ghanaians.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Two		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B2.2.3.4. B2.2.3.5.		
Performance Indicator	Learners perform own artworks to share creative experiences that reflect the natural and manmade environments in other Ghanaian communities		
Strand	Visual Arts & Performing Arts		
Sub strand	Displaying and Sharing		
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)
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Guide learners to plan an arrangement of own artworks to share, educate and inform the public on topical issues of the local community.</p> <p>Learners should select a theme for their art. E.g. go green or save trees.</p>  <p>Learners should plan their art in a sketch form.</p>	<p>Teacher moves round the class to monitor the progress of learners in their sketches.</p> <p>Encourage learners to come out with good sketches.</p> <p>Give out manual invitations cards to learners to be given to their parents.</p>
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Organize a place for the exhibition.</p> <p>Invite other teachers to witness the artwork. Set the stage for learners to display their artwork.</p> <p>Evaluate individual art and allow pupils to talk about them in the form of appraisal.</p> <p>Discuss the moral lessons in the song.</p>	<p>Appreciate and thank parents for their presence.</p> <p>Let learners organize themselves to clean up the place after the exhibition.</p>

Week Ending			
Class	Two		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 87		
Learning Indicator(s)	B2.6.1.1.1		
Performance Indicator	Learners can read short passages of simple sentences of about four to five words.		
Strand	Extensive Reading		
Sub strand	Building The Love & Culture Of Reading In Learners		
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)
	Engage learners to sing songs and recite rhymes Hot Cross Buns Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Let learners sing a traditional occupational song they know. Provide learners with reading books (the book should have a short passage according to the number of words prescribed). Lead learners to read the passage in the book. Let learners read the passage in turns. Assist learners to read short passages of simple sentences of about four to five words in other parts of the book.	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.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Let learners sing a traditional occupational song they know. Provide learners with reading books Lead learners to read the passage in the book. Let learners read the passage in turns. Assist learners to read short passages of simple sentences of about four to five words in other parts of the book.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Engage learners to sing songs and recite rhymes Round and Round the Garden Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.	Let learners sing a traditional occupational song they know. Provide learners with reading books. Lead learners to read the passage in the book. Let learners read the passage in turns. Assist learners to read short passages of simple sentences of about four to five words in other parts of the book.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 28		
Learning Indicator(s)	B2.5.3.5.3:		
Performance Indicator	Participate positively in physical activities rely on cooperation.		
Strand	Values And Psycho-Social Concepts, Principles And Strategies		
Sub strand	Group Dynamic		
Teaching/ Learning Resources	Pictures and Videos		
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 play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Cooperative learning in physical education is a model based approach that focuses on learners working together in small groups to master subject matter content.</p> <p>Emphasis during physical activity that without cooperation learners cannot positively work together.</p> <p>Cooperative learning in physical activities overcomes cultural, religious, gender, physical, developmental, etc. differences.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

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SAMPLE LESSON NOTES-WEEK 12
BASIC TWO

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right.

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SCHEME OF LEARNING- WEEK 12

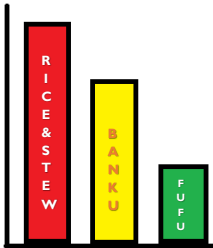
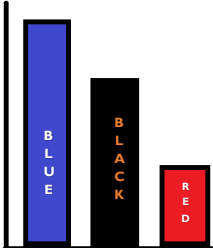
BASIC TWO

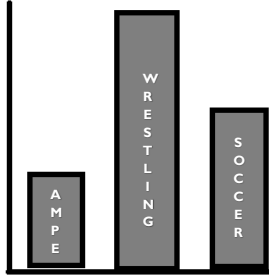
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Week Ending			
Class	Two		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	B2.1.10.1.2. B2.2.9.1.3. B2.4.12.1.1. B2.5.10.1.1. B2.6.1.1.1		
Performance Indicator	<p>A. Learners can maintain appropriate posture, eye contact and use appropriate verbal and non-verbal cues to convey meaning</p> <p>B. Learners can use contextual clues to confirm or self-correct pronunciation while reading aloud</p> <p>C. Learners can use simple sentences to describe feelings</p> <p>D. Learners can use phonics knowledge to spell words with irregular phonic letter pattern</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>FIVE LITTLE DUCKS</u> Five little ducks went out one day, Over the hills and far away, Mother duck said “Quack, quack, quack” But only 4 little ducks came back.</p>	<p><u>A. ORAL LANGUAGE</u> (Presentation)</p> <p>Model appropriate posture, eye contact and use verbal and non-verbal clues.</p> <p>Let learners observe and do same.</p> <p>Discuss when to use various postures, eye contact, verbal and non-verbal clues when talking to different people e.g. teacher, friend.</p> <p>Have learners role-play how to maintain appropriate posture, verbal and non-verbal clues in communication. e.g. crossed arms and unblinking eye gaze to indicate disapproval.</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 sing songs and recite familiar rhymes</p> <p><u>LITTLE TOMMY TITTMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men’s ditches.</p>	<p><u>B. READING</u> (Fluency)</p> <p>Have learners use the context in which words are found to confirm or self-correct pronunciation of words while they read aloud.</p> <p>Check intonation as they read to make meaning.</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>Wednesday</p>	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>C. WRITING (<i>Descriptive Writing</i>)</p> <p>Let learners name and describe common objects using adjectives.</p> <p>Let learners name various objects in the classroom.</p> <p>Explain what they have to do.</p> <p>Demonstrate the activity by describing an object in 3-5 sentences. Write the sentences on the board.</p> <p>Let individuals choose objects and describe them orally and then in writing.</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>Thursday</p>	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (<i>Spelling</i>)</p> <p>Have learners play the pick and spell game to spell phonetically irregular words. e. g. the, face</p> <p>Have learners use these words in oral and written sentences.</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>Friday</p>	<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>

Week Ending	
Class	Two
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 40
Learning Indicator(s)	B2.4.1.2.1
Performance Indicator	Draw and interpret concrete graphs and pictographs
Strand	Data
Sub strand	Data Collection And Organization
Teaching/ Learning Resources	Class registers, school based assessment
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>Ask learners questions to review their understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Revise with learners on some of the key words used. e.g. data, the number collected for the analysis, bar graph, etc.</p> <p>Draw a bar graph on the board depicting the food learners like best</p>  <p>Learners to use the graph to answer and/or pose questions, and justify the answers, based on the organized data e.g. "What is the class favorite food?"</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Tuesday	<p>Ask learners questions to review their understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Draw a bar graph on the board depicting learners favorite colors</p>  <p>Learners to use the graph to answer and/or pose questions, and justify the answers, based on the organized data e.g. "What is the class favorite color?"</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

		Encourage learners to ask questions about the bar graph.	
Wednesday	<p>Ask learners questions to review their understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Draw a bar graph on the board depicting learners favorite sports.</p>  <p>Learners to use the graph to answer and/or pose questions, and justify the answers, based on the organized data e.g. "What is the class favorite sport?"</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Thursday	Engage learners to play games and sing songs to begin the lesson.	<p>Engage learners to collect data and represent it using bar graph.</p> <p>Use one-to-many correspondence to create concrete graphs or pictographs to represent data collected (up to 3 categories of data)</p> <p>Let learners answer questions based on the graph they have drawn.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Friday	Engage learners to play games and sing songs to begin the lesson.	<p>Engage learners to collect data and represent it using bar graph.</p> <p>Use a one-to-one correspondence solve simple problems (how many altogether, comparing, or take apart problems) on concrete graphs or pictographs.</p> <p>Let learners answer questions based on the graph they have drawn.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>



Week Ending	
Class	Two
Subject	SCIENCE
Reference	Science curriculum Page 48
Learning Indicator(s)	B2.5.4.1.1
Performance Indicator	Explain some common human activities that are harmful to the environment
Strand	Humans and the Environment
Sub strand	Climate Change
Teaching/ Learning Resources	Pictures depicting bush burning, burning of rubbish, throwing rubbish into water bodies
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>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Let learners come out with different activities that could harm the environment (bush burning, burning of rubbish, throwing rubbish into water bodies).</p> <p>Let learners determine if they could be harmed by these activities. (What will happen to you if you breathe in smoke? what will happen if you drink water from a contaminated source?)</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Let learners come out with different activities that could harm the environment (bush burning, burning of rubbish, throwing rubbish into water bodies).</p> <p>Let learners determine if they could be harmed by these activities. (What will happen to you if you breathe in smoke? what will happen if you drink water from a contaminated source?)</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Explain to learners that fossil fuels like the petrol used in cars is causing the world to become warmer, affecting the weather.</p> <p>If it is a farming community, how has the weather patterns changed recently?</p> <p>If it's a fishing community by the ocean, has the ocean been taking away the land?</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	Two		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 37		
Learning Indicator(s)	B2.5.4.1.1.		
Performance Indicator	Demonstrate sending and receiving information from other gadgets		
Strand	My Global Community		
Sub strand	Technology In Communication		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving and Cultural Identity			
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 play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Guide learners through demonstration to talk about where one can send and receive information in a discussion e.g. Poster, road signs, newspapers, telephones calls, SMS, etc.</p> <p>Bring sources of data e.g. newspapers or class registers to class Guide learners, through demonstration, to identify data and record them in their books, e.g. listening to radio, newspaper, talking to people, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Bring sources of data e.g. newspapers or class registers to class Guide learners, through demonstration, to identify data and record them in their books, e.g. listening to radio, newspaper, talking to people, etc.</p> <p>Through group work, guide learners to talk about the type of information they should pay attention to e.g. information on their education, parents.</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 13		
Learning Indicator(s)	B2. 4.2.1.1:		
Performance Indicator	Learners can describe ways of promoting personal hygiene and safety in the community.		
Strand	The Family and the Community		
Sub strand	Personal Safety In The Community		
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>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Have learners mention things they need in promoting safety in the community: brooms, scrubbing brushes, rakes, cutlasses, street lights, etc.</p> <p>Let learners talk about things that must be done to ensure safety in the community: clearing of surroundings, de-silting choked gutters, creating watch-dog groups and reporting crimes or criminals (bad people or bad behaviors), etc.</p> <p>Help learners demonstrate safe community practices.</p> <p>Let learners draw items used in keeping our communities clean.</p> <p>Let learners draw people who keep our communities safe.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	Two		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B2.3.2.1.1		
Performance Indicator	Learners can describe how early trade was carried out between Ghanaians and Europeans		
Strand	My Country Ghana		
Sub strand	International Trading Including Slave Trade		
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
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)
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Describe how early trade was carried out between Ghanaians and the Europeans. Organize learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold. Role play the barter trade in those items.	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.
	Let learners act as teachers to review the previous lesson. Encourage learners to pose questions for clarification	Guide learners to use the internet to identify countries with the items they brought that remained part of everyday Ghanaian life. e.g. the Dutch and wax prints. Name the towns that emerged on the coast as a result of European trade with Ghanaians.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Two		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B2.1.4.6. B2.2.4.7.		
Performance Indicator	Learners can report own views and feelings about the displayed artworks and suggest how the artworks can be modified or improved		
Strand	Appreciating and Appraising		
Sub strand	Visual Arts & Performing Arts		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools,		
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 and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. clay pot</p> <p>Theme: <i>Unity</i> Subject matter: <i>Historical</i> Media: <i>Clay</i> Techniques: <i>coiling method</i> Uses: <i>for fetching and storing water</i> Future modification: <i>addition of handles</i></p> 	<p>Assessment: Present learners with different artworks for them to use the guidelines in appreciating and appraising.</p> <p>Summarize lesson activities with learners.</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Performing artworks include dance, music and drama.</p> <p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. Agbadza dance</p>  <p>Let learners talk about the theme, gestures, makeup, costume, stage use and stage setting as they watch the video or pictures of the dance.</p>	<p>Review the lesson activities through questions and answers.</p>

Week Ending			
Class	Two		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B2.6.2.1.1		
Performance Indicator	Learners can read short passages of simple sentences of about five to six words.		
Strand	Extensive Reading		
Sub strand	Reading Aloud		
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>Write words on th board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson</p>	<p>Let learners sing a traditional occupational song they know.</p> <p>Provide learners with reading books (the book should have a short passage according to the number of words prescribed).</p> <p>Lead learners to read the passage in the book. Let learners read the passage in turns.</p> <p>Assist learners to read short passages of simple sentences of about five to six words in other parts of the book.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Let learners sing a traditional occupational song they know.</p> <p>Provide learners with reading books. Lead learners to read the passage in the book. Let learners read the passage in turns.</p> <p>Assist learners to read short passages of simple sentences of about five to six words in other parts of the book.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them</p>	<p>Let learners sing a traditional occupational song they know.</p> <p>Provide learners with reading books. Lead learners to read the passage in the book. Let learners read the passage in turns.</p> <p>Assist learners to read short passages of simple sentences of about five to six words in other parts of the book.</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	PHYSICAL EDUCATION		
Reference	PE curriculum Page 28		
Learning Indicator(s)	B2.5.4.5.4		
Performance Indicator	Collect data and record progress toward mastery of a motor skill in physical activity.		
Strand	Values And Psycho-Social Concepts, Principles And Strategies		
Sub strand	Critical Thinking		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop personal and social skills such as cooperation, writing, arithmetic 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)
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Take learners through collecting and recording data activities. Learners keep records of the progress in physical activity, appreciate their effort and work extra for improvement	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.