

A thick vertical gold bar is on the left side of the page. A yellow arrow points to the right, overlapping the gold bar.

**SAMPLE LESSON NOTES-WEEK 2**  
BASIC TWO

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## SCHEME OF LEARNING- WEEK 2

### BASIC TWO

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		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	
<b>Performance Indicator</b>		<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>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards and a class library	
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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><b>A. ORAL LANGUAGE</b> (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>B. READING</b> (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><b>C. WRITING</b> (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.	<b>D. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> <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.	<b>C. EXTENSIVE READING</b>  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

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>MATHEMATICS</b>		
<b>Reference</b>	Mathematics curriculum Page 23		
<b>Learning Indicator(s)</b>	B2.1.1.1.6		
<b>Performance Indicator</b>	Learners can use place value to compare and order whole numbers up to 100 using comparative language, numbers, and symbols ( $>$ , $<$ , or $=$ ).		
<b>Strand</b>	Number		
<b>Sub strand</b>	Counting, Representation And Cardinality		
<b>Teaching/ Learning Resources</b>	Counters, bundle and loose straws base ten cut square,		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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 <math>&lt;</math> and <math>&gt;</math></p> <p>Example:  <math>67 &gt; 56</math>  <math>78 &lt; 89</math> 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>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 44		
<b>Learning Indicator(s)</b>	B2.5.1.1.1		
<b>Performance Indicator</b>	Explain how to keep the body clean and describe why it is important		
<b>Strand</b>	Humans and the Environment		
<b>Sub strand</b>	Personal Hygiene And Sanitation		
<b>Teaching/ Learning Resources</b>	Brooms, long brushes, rake, cutlass, hoe etc.		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	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.

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 33		
<b>Learning Indicator(s)</b>	B2.4.3.1. 1.		
<b>Performance Indicator</b>	Learners can describe ways of conserving energy in the home, school and community		
<b>Strand</b>	Our Nation Ghana		
<b>Sub strand</b>	Responsible Use Of Resources		
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	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.

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 12		
<b>Learning Indicator(s)</b>	B2. 4.1.1.1:		
<b>Performance Indicator</b>	Learners can Identify things that families do to show their commitment to God.		
<b>Strand</b>	The Family and the Community		
<b>Sub strand</b>	Roles And Relationships		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<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>

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<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>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B2. 2.1.1.3		
<b>Performance Indicator</b>	Learners can explore own experiences to talk about performing artworks that reflect the natural and manmade environments in other communities in Ghana		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<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>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 67		
<b>Learning Indicator(s)</b>	B2.1.9.1.1-2		
<b>Performance Indicator</b>	Learners can recognize when to use the question word, “what”, “who”, “where”, “when.”		
<b>Strand</b>	Oral Language		
<b>Sub strand</b>	Asking & Answering Questions		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	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

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 21		
<b>Learning Indicator(s)</b>	B2.1.11.1.14:		
<b>Performance Indicator</b>	Learners can foot-dribble by controlling a ball on the ground.		
<b>Strand</b>	Motor Skill And Movement Patterns		
<b>Sub strand</b>	Locomotive Skills		
<b>Teaching/ Learning Resources</b>	Pictures and Videos		
<b>Core Competencies:</b> Learners develop skills like coordination, agility, speed, teamwork, fair-play			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<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>