

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

**SAMPLE LESSON NOTES-WEEK 8**  
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.  
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## SCHEME OF LEARNING- WEEK 8

### 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>		B2.1.9.1.3. B2.2.7.2.5. B2.4.10.1.1. B2.5.10.1.1. B2.6.1.1.1				
<b>Performance Indicator</b>		<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>				
<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>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><b>A. ORAL LANGUAGE</b> (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>B. READING</b> (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><b>C. WRITING</b> (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><b>D. <u>WRITING CONVENTIONS &amp; GRAMMAR USAGE</u></b> (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><b>C. <u>EXTENSIVE READING</u></b></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>

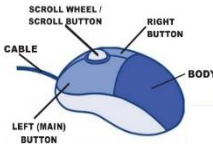
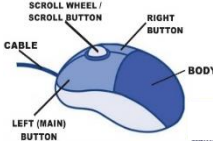
<b>Week Ending</b>	
<b>Class</b>	Two
<b>Subject</b>	<b>MATHEMATICS</b>
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B2.3.3.3.1
<b>Performance Indicator</b>	Learners can read the calendar and solve problems involving the number of days in a week and number of months in a year.
<b>Strand</b>	Geometry And Measurement
<b>Sub strand</b>	Measurement- Length, Capacity, Mass And Time
<b>Teaching/ Learning Resources</b>	Ruler, rope, meter rule
<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>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"> <li>- Identify or read the day of the week and the month of the year for a given calendar date.</li> </ul> <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><b>Assessment:</b> 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"> <li>- Identify the day (or month) that comes before or after a given day (or month)</li> </ul> <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><b>Assessment:</b> 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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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B2.5.3.1.1		
<b>Performance Indicator</b>	Learners can Identify the technological devices used in the community and describe their impact .		
<b>Strand</b>	Humans and the Environment		
<b>Sub strand</b>	Science And Industry		
<b>Teaching/ Learning Resources</b>	Mobile phones, laptops, toy cars 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>
	<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>


<b>Week Ending</b>	
<b>Class</b>	Two
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>
<b>Reference</b>	OWOP curriculum Page 36
<b>Learning Indicator(s)</b>	B2.5.2.1.1.
<b>Performance Indicator</b>	Learners can identify the left, right mouse buttons, use the mouse to perform single and double clicking
<b>Strand</b>	My Global Community
<b>Sub strand</b>	Introduction To Computing
<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>
	<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>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>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>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B2. 4.2.1.1:		
<b>Performance Indicator</b>	Learners can describe ways of promoting personal hygiene and safety in the community.		
<b>Strand</b>	The Family and the Community		
<b>Sub strand</b>	Personal Safety In The Community		
<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>
	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.



<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B2.3.2.1.1		
<b>Performance Indicator</b>	Learners can describe how early trade was carried out between Ghanaians and Europeans		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	International Trading Including Slave Trade		
<b>Teaching/ Learning Resources</b>	Wall charts, word cards, posters, video clip, etc.		
<b>Core Competencies:</b> 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>
	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.

<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>	B2.2.4.6.3 B2.2.4.7.3		
<b>Performance Indicator</b>	Learners can report own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Appreciating and Appraising		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<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>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"> <li>➤ Creative process</li> <li>➤ Subject matter</li> <li>➤ Selection and use of instruments and elements</li> <li>➤ Styles and techniques</li> <li>➤ Originality or creativity</li> <li>➤ Use of space</li> <li>➤ Selection and use of costumes</li> <li>➤ Symbolism and cultural relevance</li> <li>➤ Aesthetic qualities</li> <li>➤ suitability</li> </ul>	<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>

<b>Week Ending</b>	
<b>Class</b>	Two
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>
<b>Reference</b>	Ghanaian Language curriculum Page
<b>Learning Indicator(s)</b>	B2.3.4.1.1 B2.3.4.1.2
<b>Performance Indicator</b>	Learners can write short sentences with correct spacing about objects, people, places and pets.
<b>Strand</b>	Writing
<b>Sub strand</b>	Writing & Copying Simple Sentence With Correct Spacing
<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>
	<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><b>Sea shells</b> 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>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B2.3.4.3.4:		
<b>Performance Indicator</b>	Learners can perform lower back stretch.		
<b>Strand</b>	Physical Fitness		
<b>Sub strand</b>	Endurance		
<b>Teaching/ Learning Resources</b>	Pictures and Videos		
<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>
	<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>