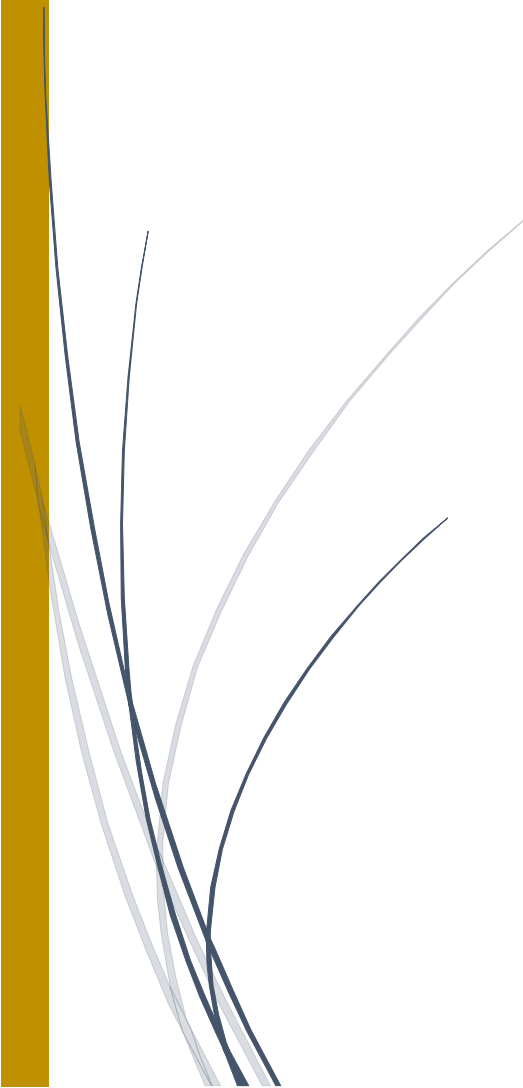


A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.

**SAMPLE LESSON NOTES-WEEK 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.....

<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>		B2.1.10.1.1. B2.2.9.1.1. B2.4.10.1.1. B2.5.10.1.1. B2.6.1.1.1	
<b>Performance Indicator</b>		<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>	
<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>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><b>A. ORAL LANGUAGE</b> (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>B. READING</b> (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><b>C. WRITING</b> (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>

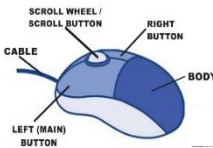
	<p>And said “Miss Polly put her straight to bed”  He wrote a paper for a pill, pill, pill.  I’ll be back in the morning with the bill, bill, bill.</p>	<p>e. g. <i>i. What is the name of the market?</i>  <i>ii. Where is the market?</i>  <i>iii. What did you buy from the market?</i></p> <p>Let learners 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><b>D. <u>WRITING CONVENTIONS &amp; GRAMMAR USAGE</u></b>  <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><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 39		
<b>Learning Indicator(s)</b>	B2.3.3.3.2		
<b>Performance Indicator</b>	Learners can use arbitrary units and hour on the clock to measure time to complete simple events.		
<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>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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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 47		
<b>Learning Indicator(s)</b>	B2.5.3.2.1		
<b>Performance Indicator</b>	Know the ways foods are processed for consumption		
<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>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>

<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>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>


<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>
	<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>



<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.
	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.

<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		
<b>Performance Indicator</b>	Learners can produce artworks found in other communities in Ghana.		
<b>Strand</b>	Visual Arts & Performing Arts		
<b>Sub strand</b>	Thinking and Exploring Ideas (School based project)		
<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>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>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 85		
<b>Learning Indicator(s)</b>	B2.5.6.1.1-3		
<b>Performance Indicator</b>	Learners can recognize and use nouns in simple sentences.		
<b>Strand</b>	Writing Conventions/ Usage		
<b>Sub strand</b>	Use Of Simple & Compound Sentences		
<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>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 <b>"Itsy Bitsy Spider"</b> 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>

<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>	B2.4.1.4.2:		
<b>Performance Indicator</b>	Mention the components of physical fitness.		
<b>Strand</b>	Physical Fitness Concepts, Principles And Strategies		
<b>Sub strand</b>	Body Composition		
<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>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"> <li>i. cardiovascular</li> <li>ii. muscular strength</li> <li>iii. muscular endurance</li> <li>iv. flexibility</li> <li>v. body composition</li> </ol>  <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>