

BASIC TWO



Fayol Inc. 0547824419/0549566881 sirhoa1@gmail.com

SCHEME OF LEARNING- WEEK 8

BASIC TWO

Name of School.....

Week End	ding							
Class		Two						
Subject		ENGL	ISH LANGUAGE					
Reference	•		Language curriculum Page					
	Indicator(s)	B2.1.7.1						
	nce Indicator	A. Learr	Learners can listen to and interact actively with drama					
			Learners can ask and answer factual and inferential questions about level					
		appropriate texts						
			ners can match parts of sentences to compo					
			ners can use prepositions to form simple ser	ntences to indicate position				
		and t						
			ners can read a variety of age and level-appro	opriate books and texts from				
Too shing/	Lagunina Dagayugas		orint and non-print. ord cards, sentence cards, letter cards, and a class library					
	Learning Resources			•				
Core Com	petencies: Reading and	vvriting Si	kills Personal Development and Leadership and C	Collaboration				
DAYS	PHASE I: START	TED 10	PHASE 2: MAIN 40MINS	PHASE 3:				
DATS	MINS	ER 10		REFLECTION IOMINS				
	(Preparing The B	rain	(New Learning Including					
	For Learning)	. a	Assessment)	(Learner And Teacher)				
Monday	G,	g congs	A. ORAL LANGUAGE					
Monday	Engage learners to sing and recite familiar rhy		(Listening Comprehension Pg.43)	Ask learners to tell you what they have learnt and				
	and recite familiar my	11163	(Listerling Comprehension Fg.43)	what they will like to learn				
	LITTLE POLLY FLINDERS Little Polly flinders		Activate the previous knowledge of the	in the next lesson.				
			learners by making them think pair and					
	Sat among the cinders		share with their friends.	Have learners to read and				
	Warming her pretty li	ttle		spell the key words on the				
	toes!		Discuss illustrations accompanying the	board				
	Her mother came and	caught	text.					
	her,							
	And whipped her little daughter,	2	Have them predict the content of the text. Teach key vocabulary.					
	For spoiling her nice n	ω. LOW	text. Teach key vocabulary.					
	clothes.	CW	Read the text aloud to learners. Pause					
	0.0000.		often and have learners talk about the					
			content of the text and answer simple					
			questions based on the text.					
			Have learners retell the story.					
			Let learners role-play the story.					
Tuesday	Engage learners to sing		D. READING	Ask learners to tell you				
	and recite familiar rhy	mes	(Vocabulary Pg. 52)	what they have learnt and				
	ONE POTATO TWO	`	Have learners read level-appropriate texts in pairs.	what they will like to learn in the next lesson.				
	POTATOES	_	cons in pairs.	III GIC HEAL IESSOII.				
	One potato, two pota	toes.	Guide learners to ask and answer simple	Have learners to read and				
	three potatoes ,four!	7	inferential questions on the texts	spell the key words on the				
	Five potatoes, six pota	itoes,	•	board				
	seven potatoes, more	!						
	Eight potatoes nine po	tatoes						
	ten potatoes, all							

\A/	le i	CMBITING	I A I I
Wednesday	Engage learners to sing songs	C.WRITING	Ask learners to tell you
	and recite familiar rhymes	(Writing simple words)	what they have learnt and
			what they will like to learn
	HEAD SHOULDERS KNEES	Let learners talk about the topic (My	in the next lesson.
	AND TOES	House) by using descriptive words in	
	Head shoulders knees and	sentences.	Have learners to read and
	toes,		spell the key words on the
	Knees and toes	Write the sentences on the board. e.g. i.	board
	Head shoulders knees and	My house is big. ii. The walls are blue. iii.	
	toes	The house has many windows. iv. The	
	Knees and toes	windows are big. v. The doors and	
	And eyes and ears and	windows are blue.	
	mouth and nose.		
	Head shoulders knees and		
	toes,		
	Knees and toes.		
Thursday	Engage learners to sing songs	D. WRITING CONVENTIONS &	Ask learners to tell you
,	and recite familiar rhymes	GRAMMAR USAGE	what they have learnt and
	,	(using prepositions Pg.66)	what they will like to learn
	THERE WAS A JOLLY		in the next lesson.
	MILLER ONCE	Provide a short passage containing	
	There was a jolly miller once	prepositions that indicate position and	Have learners to read and
	Lived on the river Dee	time.	spell the key words on the
	He worked and sang from		board
	morn till night,	Let learners identify the prepositions.	boar d
	No lark as blithe as he,	e. g. i. Esi sat on a chair in the room. ii.	
	And this the burden of his	The other pupils stood on the veranda.	
		iii.	
	song	The teacher went to the classroom at	
	Forever used to be,		
	I care for nobody, no not I,	night.	
	And nobody cares for me.		
Friday	Have a variety of age and	C. EXTENSIVE READING	Call learners in turns to tell
	level-appropriate books for	l	the whole class what they
	learners to make a choice.	Use the Author's chair to introduce the	read.
		reading/ library time.	
	Guide learners to select		Let Learners draw parts of
	books.	Introduce narratives, pop-up and flip-the-	the story they read
		page texts to learners.	
		Introduce e-books to learners, if	
		available.	

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 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 I: STARTER 10 MINIS (Preparing The Brain For Learning) Engage learners to play the "I haveWho has" game. Give out number cards (from 1-20) to learners at random. Leaners are to identify numbers based on tally marks, frames, dice, fingers etc. The first child shouts and mention the number on Have learners to write number patterns in the air. Tuesday Teacher calls out number cards (sandomly call learners to write number patterns in the air. Randomly call learners to write number on the board Tuesday Teacher calls out number on the tally the tall the	Week Endi	ng			
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the board Half a Circle					
Half a Circle		write a said number on			
		the board			
			Half a Circle		
VVednesday Engage learners to sing Show learners several pictorial Give learners task to	Wednesday	Engage learners to sing	Show learners several pictorial	Give learners task to	
the song representations (or card cut outs) of complete whiles you go	,				
halves, fourths and wholes round to guide those		_			
WE CAN COUNT who don't understand.		WE CAN COUNT			
We class two Ask learners to state the relationship Gold $\frac{1}{4}$ of each shape.		We class two	Ask learners to state the relationship	Color $\frac{1}{4}$ of each shape.	
We can count between a whole and one-fourth		We can count	between a whole and one-fourth		
We count 1,2,3,4,5		We count 1,2,3,4,5			
We count 6,7,8,9,10		We count 6,7,8,9,10			
We class two can count					
very well.		very well.			

Thursday	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.	Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes Ask learners to state the relationship	Give learners task to complete whiles you go round to guide those who don't understand.
	Discuss what is trending and invite learners to share their opinions on them.	between a whole and one-fourth 1 one-fourth	Give remedial learning to those who special help.
Friday	Engage learners to sing the song WE CAN COUNT We class two	Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes Ask learners to state the relationship	Give learners task to complete whiles you go round to guide those who don't understand.
	We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class two can count very well.	between one-half and one-fourth. = \frac{1}{2}	Give remedial learning to those who special help.

\A/ : =					
Week En	nding	-			
Class		Two			
Subject		SCIENCE			
Reference			e curriculum Page 38		
	Indicator(s)	B2.1.2			
Performa	ance Indicator	Descr compo	ibe a solid-solid mixture and explain onents	n how to separate the	
Strand			Diversity of Matter		
Sub stran	nd	Mater	Materials		
Teaching	/ Learning Resources	sand, g	gari, saw dust, chalk, charcoal and co	owpea	
			ritical Thinking; Justification of Ideas; Co		
	t and Leadership Attention to P			<u> </u>	
DAYS	PHASE I: STARTER /)	PHASE 2: MAIN 40MINS	PHASE 3:	
	MINS (Branavina The Brain E		(New Learning Including	REFLECTION 10MINS	
	(Preparing The Brain F Learning)	Or.	Assessment)	(Learner And Teacher)	
	Get a viral picture, a trend	inσ	Revise with learners on solid-	Ask learners questions to	
	news on twitter, Facebook		solid mixtures.	review their understanding	
	YouTube and other social			of the lesson.	
	handles.		Assist learners to understand		
			that when they mix two or	Have learners write 3 facts	
	Discuss what is trending ar		more things together, they form	of the lesson on a sheet of	
	invite learners to share the	eir	a mixture and that no new thing	paper and it in their pockets	
	opinions on them		forms even though the starting	and learn it on their way	
			and ending substances may look	home.	
			different from each other.		
			Learners combine two materials		
			at a time and observe what		
			happens.		
			Learners talk about the		
			mixtures they have formed.		
	Ask learners questions to		Learners explore ways of	Ask learners questions to	
	review their understanding	g in	separating the components of	review their understanding	
	the previous lesson		the solids-solid mixtures they	of the lesson.	
			have prepared	Have learners write 3 facts	
			Provide more solid materials for	of the lesson on a sheet of	
			learners to do more group	paper and it in their pockets	
			activities	and learn it on their way	
				home.	
			Relate the lesson to everyday		
			life. For example, separation of a		
			mixture of groundnut and sand,		
			sand and stone, and maize and		
			chaff, roasted groundnut and its husks		
			Assessment: Learners to		
			separate some common solid-		
			solid mixtures such as sand and		
			stone, iron nails and sand, gari		
			and groundnut.		

Week Ending				
Class	Two			
Subject	OUR WORLD OUR PEOPLE			
Reference	OWOP curriculum Page 21			
Learning Indicator(s) B2.1.4.1.1.				
Performance Indicator Explain the need for obeying rules in the home and school				
Strand All About Us				
Sub strand Home & School				
Teaching/ Learning Resources Pictures, Charts, Video Clips				
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and				

Global Citizenship

DAYS	PHASE I: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3:
	MINS	(New Learning Including	REFLECTION 10MINS
	(Preparing The Brain For	Assessment)	(Learner And Teacher)
	Learning)		
	Engage learners to sing songs	Invite learners in turns to talk	What have we learnt today?
	and recite familiar rhymes	about some of the rules	
		observed in their homes and	The need for obeying rules
	MINGLE MINGLE	schools	in the home and school
	•Mingle mingle – mingle 2x		
	Two mingle (2 come together)	Have learners to relate to some	Learners to summarize the
	•Mingle mingle – mingle 2x	of the rules in the home and	important points in the
	Three mingle (3 come together)	school	lesson
	•Mingle mingle – mingle 2x		
	four mingle (4 come together)	Learners work in groups to talk	
		about rules in the home, school	
		and community.	
	Engage learners to sing songs	Revise with learners on the	What have we learnt today?
	and recite familiar rhymes	previous lesson through	
		questions and answers	The need for obeying rules
	<u>JOHNNY JOHNNY</u>		in the home and school
	Johnny, Johnny, yes papa	Share roles and have Learners	
	Eating sugar, yes papa	role play scenarios on obeying	Learners to summarize the
	Telling lies, no papa	rules in the home, school and	important points in the
	Open your mouth ha! Ha! Ha!	community.	lesson
		Learners compose rhymes on	
		obeying rules in the home and	
		school.	

Week Ending				
Class	Two			
Subject	RELIGIOUS & MORAL EDUCATION			
Reference	RME curriculum Page 8			
Learning Indicator(s) B2. 1.2.1.2:				
Performance Indicator	Learners can demonstrate human activities that destroy God's creation or the environment			
Strand God's creation and Attributes				
Sub strand The Environment				
Teaching/ Learning Resources Wall charts, wall words, posters, video clip, etc.				
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration.				

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)

Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.

Discuss what is trending and invite learners to share their opinions on them

PHASE 2: MAIN 40MINS (New Learning Including Assessment)

Let learners draw and color various aspects of the environment:

- safe environment



- unsafe environment, etc.



Let learners talk about the desired environment.

Group learners to record data on human activities that destroy the environment and present to class for discussion.

PHASE 3: REFLECTION 10MINS (Learner And Teacher)

What have we learnt today?

Effects of human activities on the environment.

Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently

Week Ending				
Class	Two			
Subject	HISTORY			
Reference	History curriculum Page 10			
Learning Indicator(s)	B2.2.1.1.1			
Performance Indicator	Identify the ethnic groups in each region in Ghana			
Strand	My Country Ghana			
Sub strand	The People of Ghana			
Teaching/ Learning Resources	A map of Ghana tracing the migration route of the ethnic groups			

Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates

DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION IOMINS (Learner And Teacher)
	Share some few jokes with learners. You can two their jokes as well	Engage learners to sing songs in relation to the lesson.	Ask learners questions to review their understanding of the lessson.
	e.g. An American girl farts and says "Excuse me". A Ghanaian girl farts and you	Paste the regional chart on the board and let learners identify the regions in ghana.	Give learners task to do whiles you go round to guide those who need help.
	will hear "Ohh! beans wei koraa"	Employ a ghana map to aid learners identify the regions and their capitals in Ghana.	3
		UPPER NESS UPPER NESS UPPER NESS OCHTE ART OCHTE ART OCHTE ART OCHTE ART (ALARACI) FOOTDERN ENGINERAL (TCHMAN) (TCHMAN) (TCHMAN)	
		MANUEL POLICIA	
		Form a rhyme or song with the regions and let them recite.	

Week En	ding				
Class		Two			
Subject		CREA	CREATIVE ARTS		
Reference	e	Creati	Creative Arts curriculum Page		
Learning	Indicator(s)	B2.2.4	.6.1 B2.2.4.7.1		
	ince Indicator	Learne	ers agree on guidelines for viewing p	performing artworks and	
			ssing own feelings		
Strand			ming Arts		
Sub stran			Appreciating and Appraising (Performing Arts)		
	Learning Resources		, videos, art paper, colors and tradition		
Core Com	npetencies: Decision Making	Creativi	ty, Innovation Communication Collabor	ation Digital Literacy	
DAYS	PHASE I: STARTER I	Ü	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION 10MINS	
	(Preparing The Brain F	or	(New Learning Including Assessment)	(Learner And Teacher)	
	Learning)	J1	Assessmenty	(=carrier And reacher)	
	Learners are to watch a sh	nort	Art exhibition may present or	Ask learners to tell the	
	video or pictures on an		showcase paintings, drawings,	whole class what they have	
	exhibition or visit an exhib		drama, music, dance	learnt.	
	Centre, preferably during		performance by individuals		
	circuit, district or regional cultural festival.		artists, groups of artists.	Learners tell what they will like to learn	
	Cultural lestival.		Guide learners to plan for the	like to learn	
	Ask learners to talk about	parts	exhibition by:		
	of the video or pictures that		- fixing a date		
	interest them.		- selecting a venue		
			- inviting an audience		
			During to a sure of the sure		
			Brainstorm to agree on a theme for the exhibition (e.g. Healthy		
			living);		
			6//		
			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		
	Ask learners questions to		Decide on mode of display, e.g.	Use series of questions and	
	review learners understan	ding in	hanging, draping, spreading;	answers to review learners	
	the previous lesson.		BL III . CIL. III.	understanding of the lesson.	
			Plan the layout of the exhibition	Call learners in turns to	
			hall, prepare labels for the works (e.g. title, name of artist,	summarize the lesson	
			date);	Summanize the lessum	
),		
			Clean and prepare the hall and		
			its environment and make it		
			ready for the exhibition;		
			Plan for post exhibition activities		
			such as cleaning, appreciation,		
			evaluation, reporting, etc.		
<u> </u>	l		,	I	

Week En	dinσ				
	Class				
Subject		Two	ANAIAN LANGUAGE		
Reference			Ghanaian Language curriculum Page 77		
	Indicator(s)		I.I.I-4		
	ance Indicator		y simple sentences clearly and boldly	,	
Strand	ance mulcator	Writ	· · · · · · · · · · · · · · · · · · ·	··	
Sub stran	.d		nanship & Handwriting		
	/ Learning Resources		d cards, sentence cards, letter cards, har	adwriting on a manila card	
	<u> </u>				
Core Coi	ripetencies: Creativity and	ınnova	ation, Communication and collaboration	, Critical thinking	
DAYS	PHASE I: STARTER / MINS (Preparing The Brain F Learning)	or	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)	
	Have learners to sing song and recite familiar rhymes know.		Write the letters of the alphabet boldly on the board. Lead learners to say the letters	Use questions to review their understanding of the lesson	
	ALPHABET Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M ,N,O,P,Q,R,S,T,U,V,W,X,Y	ſ,Z.	of the alphabet aloud. Call learners individually to say the letters of the alphabet aloud.	Ask learners to summarize what they have learnt Learners to read and spell the key words on the board	
			Assist learners to write letters boldly and clearly.	·	
	Engage learners to play the "Find your word" game Choose 5-6 letters that the	e	Lead learners to say the letters of the alphabet aloud.	Use questions to review their understanding of the lesson	
	learners know and make 5 cards with each sound on. Give each child a card and	ask	Call learners individually to say the letters of the alphabet aloud.	Ask learners to summarize what they have learnt	
	them to remember the so and hide it. They walk arou the classroom making that	und :	Write short words boldly on the board.	Learners to read and spell the key words on the board	
	sound and find other child saying the same sound. They form groups of the s sound and make four word beginning with that sound.	ame ds	Lead learners to mention the words aloud. Call learners individually to mention the words. Assist learners to write the		
	Have learners to sing song and recite familiar rhymes know.		words boldly and clearly. Write simple sentences boldly on the board.	Use questions to review their understanding of the lesson	
	ALPHABET Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M ,N,O,P,Q,R,S,T,U,V,W,X,Y	ſ,Z.	Lead learners to read the sentences. Assist learners to write the sentences boldly and clearly	Ask learners to summarize what they have learnt Learners to read and spell the key words on the board	

Week En	ding				
Class		Two			
Subject		PHYSICAL EDUCATION			
Reference		Physical Education curriculum Page 23			
Learning Indicator(s)		B2.2.2.2.2			
Performance Indicator		Learners can distinguish between 'a hop and a jump'.			
Strand		Movement Concepts, Principles And Strategies			
Sub strand		Dynamics			
Teaching/ Learning Resources		Videos and pictures			
Core Competencies: Personal and Co			ommunication Skills As Speaking, Listening		
DAYS PHASE I: STARTER 10		0	PHASE 2: MAIN 40MINS PHASE 3:		
MINS			(New Learning Including	REFLECTION 10MINS	
(Preparing The Brain F		or	Assessment)	(Learner And Teacher)	
	Learning)	a.d	Demonstrate the rain of	Review the lesson with	
	Have learners to sing songs and recite familiar rhymes in relation		Demonstrate the pair of movements and ask learners to	learners	
	to the lesson		distinguish them by their names.	lear riers	
			alounguish arem by arem hames.	Call out learners to	
			Hopping involves taking off on	summarize the main points	
			one foot and land on the same	of the lesson	
			foot. Jumping also involves		
			taking off with both feet and land on both feet.	Take learners through cool down to end the lesson	
			Galloping involves moving one		
			leg leading and the other is		
			rapidly brought forward to it		
			whiles sliding is one count		
			movement to the side.		
			Have learners to perform the		
			movements in turns and groups.		
			Help those who finds it difficult and help them		