

WEEKLY SCHEME OF LEARNING- WEEK SEVEN (7)

BASIC TWO

Name of school.....

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| Week Ending | 25 th October, 2019. | | |
| Class | Two | | |
| Subject | ENGLISH LANGUAGE | | |
| Reference | English language curriculum Page | | |
| Learning Indicator(s) | B2.1.2.1.1. B2.2.3.1.2 B2.4.3.1.3. B2.5.2.1.1 B2.6.1.1.1 | | |
| Performance Indicator | <p>A. learners can interpret rhymes and tongue-twisters in own words</p> <p>B. Learners can use words containing digraphs to make meaningful sentences.</p> <p>C. learners can space words appropriately in sentences</p> <p>D. Learners can use full stops at the end of sentences and question marks at the end of questions</p> <p>E. Learners can read a variety of age and level-appropriate books and texts from print and non-print</p> | | |
| Teaching/ Learning Resources | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library | | |
| Core Competencies: Reading and Writing Skills Personal Development and Leadership Communication and Collaboration | | | |
| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| Monday | <p>Have learners to sing songs and recite familiar rhymes</p> <p><u>ROLL</u> Everyday roll, everybody roll, everybody roll, roll, roll.</p> <p><u>LITTLE FINGER</u> Little finger, little finger where are you, Here am I, here am I how do you do</p> | <p>A. <u>ORAL LANGUAGE</u> Revise some familiar rhymes and tongue-twisters learnt.</p> <p>Select a rhyme from learners.</p> <p>As learners listen and observe, perform the rhyme (Recite it, accompanied with actions and gestures, two or three times).</p> <p>Recite lines of the rhyme as learners join in and repeat lines after you.</p> | <p>Review the lesson with learners.</p> <p>Have Learners to recite the rhymes together with the accompanying actions</p> |

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| | | <p>Teach the accompanying actions through demonstration.</p> <p>Let learners repeat lines of the rhyme on their own accompanied with appropriate actions.</p> <p>Through questions, have learners interpret the rhymes in their own words.</p> <p>Assessment: Call out learners in turns to recite rhymes and dance with actions</p> | |
| Tuesday | <p>Engage learners in the Changing words games.</p> <p>Write a CVC word on the board.</p> <p>Invite the children to come up, in turns, and change one letter to make a new word. They must read their new word.</p> <p>If they are unsure of the word encourage them to sound it out</p> <p>E.g. fun-sun-sin-sit-sat-cat-mat-pat-pan-pin etc.</p> | <p>B. <u>READING</u></p> <p>Introduce learners to simple digraphs.</p> <p>Diagraphs are two letters that make a third letter sound, when combined, such as /sh/, /ch/</p> <p>Consonant diagraphs are those speech sounds made by groups of two consonants to make a single sound. Examples are</p> <p>/Sh/ as in shirt</p> <p>/Ch/ as in church</p> <p>/Gh/ as in Ghana</p> <p>/Ph/ as in phone Have learners build as many words as possible from digraphs.</p> <p>Assessment: Have learners build as many words as possible with the digraphs and form meaningful sentences with some of the words.</p> | Review the lesson with learners |
| Wednesday | Have learners to sing songs and recite familiar rhymes | <p>C. <u>WRITING</u></p> <p>Write the sentences on the board.</p> | Review the lesson with learners |

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| | <p><u>MINGLE MINGLE</u></p> <ul style="list-style-type: none"> •Mingle mingle – mingle 2x Two mingle (2 come together) •Mingle mingle – mingle 2x Three mingle (3 come together) •Mingle mingle – mingle 2x four mingle (4 come together) | <p><u>I have a toy car.</u></p> <p>Let learners copy the sentences, paying attention to spacing of words in the sentence.</p> <p>Encourage learners to display their work.</p> <p>Assessment: teacher writes few examples of sentences on the board. Learners copy sentences into their workbooks paying attention to spacing of words in the sentence.</p> | |
| <p>Thursday</p> | <p>Engage learners in the “step forward game” Learners stand at the start line. Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'. The person to get to the finish line wins.</p> | <p><u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u></p> <p>Have learners look at sentences in their class readers to observe how they begin and end.</p> <p>Demonstrate placing a full stop (.) at the end of a sentence by using the traffic lights method.</p> <p>Green means ‘go’ which is when we use capital letter to start a sentence, Red means ‘stop’ which is when we need a full stop.</p> <p>We use full stops when we have telling sentence.</p> <p>Let learners copy and punctuate sentences with full stop.</p> <p>Present the question mark (?) similarly.</p> | <p>What have we learnt today</p> <p>Using full stops and question marks at the end of sentences</p> <p>Review the lesson with learners</p> <p>Assessment: Distribute a sheet of paper with sentences about cats. Have learners to read each sentence and decide if they need to add a question mark to the end.</p> <p>Have learners to draw a picture that’s answers the last cat question</p> <p>-Have you seen my cat <input type="checkbox"/></p> <p>-Where did it go <input type="checkbox"/></p> |

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| | | <p>Question marks needed when a sentence is asking for more information.</p> <p>Assessment: teacher writes few examples of sentences on the board. Learners copy sentences and punctuate sentences with full stop into their workbook.</p> | <p>-Did you see the cat <input type="checkbox"/></p> <p>-Is he at your house <input type="checkbox"/></p> <p>-Will he come home <input type="checkbox"/></p> |
| Friday | <p>Guide learners to choose and read books during the library period</p> | <p>E. <u>EXTENSIVE READING</u></p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <p>Have a variety of age and level-appropriate books for learners to make a choice.</p> <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p> <p>For each reading session, guide learners to select books.</p> | <p>Have learners to tell what they read to the whole class</p> |

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| Week Ending | 25 th October, 2019. |
| Class | Two |
| Subject | MATHEMATICS |
| Reference | Mathematics curriculum Page |
| Learning Indicator(s) | B2.1.4.1.1 |
| Performance Indicator | Learners can recognize Ghanaian coins, and currency notes to include at least 1 cedi, 2 cedis, 5 cedis, 10 cedis, 20 cedis and 50 cedis and determine the value of a collection of coins and notes up to at least 50 Ghana cedis |
| Strand | Number |
| Sub strand | Money |
| Teaching/ Learning Resources | Ghana cedi currency notes and coins |

Core Competencies: Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision; Cultural Identity and Global Citizenship.

| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
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| Monday | <p>Engage learners to play the “I have.....Who has” game.</p> <p>Give out number cards (from 1-20) to learners at random.</p> <p>Learners are to identify numbers based on tally marks, frames, dice, fingers etc.</p> <p>The first child shouts and mention the number on his card and ask for another number. Example, I have 5....Who has 9?</p> | <p>Display the Ghanaian cedi (coins and notes) currently being used for transaction in Ghana and initiate discussion on the need for monetary transaction. Learners touch feel and say the features of each note.</p> <p>Have Learners to touch, feel and say the features of each notes</p>  <p>Have Learners to tell what each note can buy.</p> <p>Assessment: Have learners to use the learning shopping center to demonstrate buying and selling with the note</p> | Review the lesson with Learners |

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| <p>Tuesday</p> | <p>Have learners to sing songs and recite familiar rhymes</p> <p><u>MINGLE MINGLE</u></p> <ul style="list-style-type: none"> •Mingle mingle – mingle 2x Two mingle (2 come together) •Mingle mingle – mingle 2x Three mingle (3 come together) •Mingle mingle – mingle 2x four mingle (4 come together) | <p>Introduce the notes 1 cedi and 2 cedis in turns and have learners examine and talk about its features.</p> <p>State the relationship between 1 cedi and 2 cedis</p>  <p>Assessment: Have learners to use the learning shopping center to demonstrate buying and selling with the 1 cedi and 2 cedis</p> | <p>Review the lesson with Learners</p> |
| <p>Wednesday</p> | <p>Engage learners to play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p> | <p>Introduce the notes 5 cedis and 10 cedis in turns and have learners examine and talk about its features</p> <p>State the relationship between 1 cedi and 2 cedis, 5 cedis 10 cedis</p>  <p>Assessment: Have learners to use the learning shopping center to demonstrate buying and selling with the 5 cedis and 10 cedis</p> | <p>Review the lesson with Learners</p> |

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| <p>Thursday</p> | <p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class two We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class two can count very well.</p> | <p>Introduce the notes 20 cedis in turns and have learners examine and talk about its features</p> <p>State the relationship between ¢2 and ¢10; ¢5 and ¢10; ¢2 and ¢20; ¢5 and ¢20.</p>  <p>Assessment: Have learners to use the learning shopping center to demonstrate buying and selling with the 20 cedis</p> | <p>Review the lesson with Learners</p> |
| <p>Friday</p> | <p>Engage learners to play the Dice game.</p> <p>Put learners into pairs and give out two dice to each pair. Have a partner to toss the dice and the other add up the two numbers that shows up.</p> | <p>Introduce the notes 50 cedis in turns and have learners examine and talk about its features</p> <p>State the relationship between ¢2 and ¢10; ¢5 and ¢10; ¢2 and ¢20; ¢5 and ¢20; ¢5 and ¢20; ¢10 and ¢20.</p>  <p>Assessment: Have learners to use the learning shopping center to demonstrate buying and selling with the 50 cedis</p> | <p>Review the lesson with Learners</p> |

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| Week Ending | 25 th October, 2019. | | |
| Class | Two | | |
| Subject | SCIENCE | | |
| Reference | Science curriculum Page | | |
| Learning Indicator(s) | B2.1.2.3.1 | | |
| Performance Indicator | Learners can describe a solid–solid mixture and explain how to separate the components | | |
| Strand | Diversity of matter | | |
| Sub strand | Materials | | |
| Teaching/ Learning Resources | sand, gari, saw dust, chalk, charcoal and cowpea. | | |
| Core Competencies: Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Personal Development and Leadership. Creativity and Innovation | | | |
| DAYS | PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher) |
| | Learners watch a video and pictures on solid-solid mixtures. | Provide learners with solid materials for them to observe, e.g. sand, gari, saw dust, chalk, charcoal and cowpea. Learners combine two materials at a time and observe what happens Learners talk about the mixtures they have formed Ask learners whether the products they have formed are the same as the individual materials. How will they call the material combinations they have formed? Assist learners to understand that when they mix two or more things together, they form a mixture and that no new thing forms even though the starting and ending substances may look different from each other. Explain to learners that they have formed a solid—solid mixture | What have we learnt today? Describing a solid–solid mixture and explain how to separate the components. Have learners summarize the main points in the lesson. |
| | Engage learners in the “Mystery Box game” | Learners explore ways of separating the components of the solids-solid mixtures they have prepared | What have we learnt today? |

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| | <p>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it. The student who guess right wins, and hence introduce the lesson.</p> | <p>Provide more solid materials for learners to do more group activities</p> <p>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</p> <p>Assessment: Learners to separate some common solid-solid mixtures such as sand and stone, iron nails and sand, gari and groundnut.</p> | <p>Describing a solid–solid mixture and explain how to separate the components.</p> <p>Have learners summarize the main points in the lesson.</p> |
| | <p>Learners watch a video and pictures on solid-solid mixtures</p> | <p>Provide learners with solid materials for them to observe, e.g. sand, gari, saw dust, chalk, charcoal and cowpea.</p> <p>Learners combine two materials at a time and observe what happens</p> <p>Learners talk about the mixtures they have formed</p> <p>Ask learners whether the products they have formed are the same as the individual materials. How will they call the material combinations they have formed?</p> <p>Assist learners to understand that when they mix two or more things together, they form a mixture and that no new thing forms even though the starting and ending substances may look different from each other.</p> <p>Explain to learners that they have formed a solid—solid mixture</p> <p>Learners explore ways of separating the components of the solids-solid mixtures they have prepared</p> <p>Provide more solid materials for learners to do more group activities</p> | <p>What have we learnt today?</p> <p>Describing a solid–solid mixture and explain how to separate the components.</p> <p>Have learners summarize the main points in the lesson.</p> |

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| | | <p>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</p> <p>Learners to separate some common solid-solid mixtures such as sand and stone, iron nails and sand, gari and groundnut.</p> | |
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| Week Ending | 25 th October, 2019. | | |
| Class | Two | | |
| Subject | OUR WORLD OUR PEOPLE | | |
| Reference | Our World Our People curriculum Page | | |
| Learning Indicator(s) | B2.1.4.1.1. | | |
| Performance Indicator | Learners can explain the need for obeying rules in the home and school | | |
| Strand | All about us | | |
| Sub strand | Home and school | | |
| Teaching/ Learning Resources | Word cards and pictures | | |
| Core Competencies: Personal Development and Leadership Creativity and Innovation Communication and Collaboration | | | |
| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| | Engage learners to sing songs and recite familiar rhymes <u>MINGLE MINGLE</u> •Mingle mingle – mingle 2x Two mingle (2 come together) •Mingle mingle – mingle 2x Three mingle (3 come together) •Mingle mingle – mingle 2x four mingle (4 come together) | Invite learners in turns to talk about some of the rules observed in their homes and schools Have learners to relate to some of the rules in the home and school Learners work in groups to talk about rules in the home, school and community. | What have we learnt today? The need for obeying rules in the home and school Learners to summarize the important points in the lesson |
| | Engage learners to sing songs and recite familiar rhymes <u>JOHNNY JOHNNY</u> Johnny, Johnny, yes papa Eating sugar, yes papa Telling lies, no papa Open your mouth ha! Ha! Ha! | Revise with learners on the previous lesson through questions and answers Share roles and have Learners role play scenarios on obeying rules in the home, school and community | What have we learnt today? The need for obeying rules in the home and school Learners to summarize the important points in the lesson |
| | Engage learners to sing songs and recite familiar rhymes | Learners compose rhymes on obeying rules in the home and school | Review the lesson with leaners. |

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| Week Ending | 25 th October, 2019. | | |
| Class | Two | | |
| Subject | RELIGIOUS AND 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 his creation and attributes | | |
| Sub strand | The environment | | |
| Teaching/ Learning Resources | video clips and pictures on environmental degradation | | |
| Core Competencies: Appreciation, Truthfulness Caring, Love Communication and Collaboration, Critical Thinking and Problem Solving | | | |
| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| | <p>Paste pictures on the board.</p>   <p>Have learners to talk about the pictures</p> | <p>Guide learners to talk about activities that destroy the environment: indiscriminate cutting down of trees, illegal mining activities (galamsey), pollution of water bodies, etc.</p> <p>Let learners know that all these activities lead to climate change – heat, floods, rainstorms, less rainfall pattern, drought, famine, etc.</p> <p>Let learners draw and colour various aspects of the environment: - safe environment, - unsafe environment, etc.</p> <p>Let learners talk about the desired environment.</p> <p>Assessment: Group learners to record data on human activities that destroy the environment and present to class for discussion.</p> | <p>What have we learnt today?</p> <p>Effects of human activities on the environment.</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p> |

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| Week Ending | 25 th October, 2019. | | |
| Class | Two | | |
| Subject | HISTORY | | |
| Reference | History curriculum Page 11 | | |
| Learning Indicator(s) | B2.2.1.1.1-2 | | |
| Performance Indicator | Learners can Identify the ethnic groups in each region in Ghana and state the characteristics of the ethnic groups in Ghana | | |
| Strand | My Country Ghana | | |
| Sub strand | The People Of Ghana | | |
| Teaching/ Learning Resources | Ghana map, videos and pictures. | | |
| Core Competencies: Enhance their cultural identity, critical thinking, and digital literacy as they identify the various ethnic groups. | | | |
| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| | <p>Paste a Ghana map on the board showing the administrative regions in Ghana.</p> <p>Have learners to talk about what they see</p> | <p>Guide learners to Identify the administrative regions of Ghana</p> <p>Locate the ethnic groups in each region on a map of Ghana</p> <p>With the aid of a slide or video show, identify the regions and ethnic groups in Ghana</p> <p>Match the ethnic groups with their region</p> <p>List the administrative regions in the order in which they created (starting with the oldest region)</p> <p>Assessment: Put learners in two groups. Display word cards with the various ethnic groups and administrative regions written on them.</p> | <p>Review the lesson with learners by</p> <p>Ask pupils to summarize the important points in the lesson</p> |

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| | | <p>Call a member of one group to pick up one of the ethnic groups.</p> <p>Call a member from the other group and let him pick up the administrative region that match the ethnic group</p> | |
| | <p>Have learners to identify some taboos and oaths in their community</p> | <p>Guide learners to Identify the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths etc.) of some of the ethnic groups in Ghana</p> <p>Show documentary or pictures of a festival of one of the ethnic groups</p> <p>Discuss what the documentary entails</p> <p>Assessment: have learners relate to some of the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths etc.) of some of the ethnic groups in Ghana</p> | <p>Review the lesson with learners by</p> <p>Ask pupils to summarize the important points in the lesson</p> |

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| Week Ending | 25 th October, 2019. | | |
| Class | Two | | |
| Subject | CREATIVE ARTS | | |
| Reference | Creative Arts curriculum Page 56 | | |
| Learning Indicator(s) | B2 1.4.6.1 | | |
| Performance Indicator | Learners can agree on guidelines for viewing visual artworks and for expressing own feelings and thoughts about own and others' displayed artworks | | |
| Strand | Visual Arts | | |
| Sub strand | Appreciating and Appraising | | |
| Teaching/ Learning Resources | Photos, videos, art paper, colours and traditional art tools , other materials available in the community | | |
| Core Competencies: Decision Making Creativity and Innovation Communication Collaboration Digital Literacy. | | | |
| DAYS | PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning) | PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment) | PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher) |
| | Have learners to watch videos and pictures on appreciating artworks | Set and spell out guidelines on expressing feelings and thoughts on artworks. Have Learners to agree to the guidelines to view, examine and come out with meaning from visual artworks; Have learners to display their artworks on the stage. Learners use the guidelines set to appreciate and appraise their friends artworks | What have we learnt today? Expressing feelings and thoughts about own and others' displayed visual artworks Have learners to summarize the important points in the lesson. |
| | Have learners to watch videos and pictures on appreciating artworks | Have learners to express their own feelings and ideas about own and others' displayed artworks. Have learners to come out with reasons for their feelings and thought. | What have we learnt today? Expressing feelings and thoughts about own and others' displayed visual artworks Have learners to summarize the important points in the lesson. |

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| Week Ending | 25 th October, 2019. | | |
| Class | Two | | |
| Subject | GHANAIAN LANGUAGE | | |
| Reference | Ghanaian Language curriculum Page 77 | | |
| Learning Indicator(s) | B2.3.1.1.1 B2.3.1.1.2 B2.3.1.1.3 B2.3.1.1.4 | | |
| Performance Indicator | <ul style="list-style-type: none"> • Learners can write letters clearly and boldly. • Learners can write words clearly and boldly. • Learners can Copy simple sentences clearly and boldly. • Learners can Practice saying letters or words that present difficulty to them. | | |
| Strand | Writing | | |
| Sub strand | Penmanship/ handwriting | | |
| Teaching/ Learning Resources | Manila cards, markers, recorded audios visual | | |
| Core Competencies: Communication and collaboration Personal development and leadership | | | |
| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| | Engage learners to play the “ Find your word ” game Choose 5-6 letters that the learners know and make 5-10 cards with each sound on. Give each child a card and ask them to remember the sounds and hide it. They walk around the classroom making that sound and find other children saying the same sound. They form groups of the same sound and make four words beginning with that sound. | Write the letters of the alphabet boldly on the board. Lead learners to say the letters of the alphabet aloud. Call learners individually to say the letters of the alphabet aloud. Assist learners to write letters boldly and clearly. Assessment: Display letter cards on the teachers table. Using a sand tray, call out learners in turns to pick letter cards and write it. | What have we learnt today? Writing letters clearly and boldly. Review the lesson with learners |
| | Have learners to sing songs and recite familiar rhymes they know. <u>ALPHABET</u> 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,Z. | Lead learners to say the letters of the alphabet aloud. Call learners individually to say the letters of the alphabet aloud. Write short words boldly on the board. | What have we learnt today? Writing words clearly and boldly Review the lesson with learners |

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| | | <p>Lead learners to mention the words aloud.</p> <p>Assessment: Call learners individually to mention the words.</p> <p>Assist learners to write the words boldly and clearly</p> | |
| Engage learners in the “What letter am I writing game” | <p>Put learners into groups of two. The teacher writes a letter in the air.</p> <p>Learners makes the letter sound and tell the teacher the sound that has been written.</p> | <p>Write simple sentences boldly on the board.</p> <p>Lead learners to read the sentences.</p> <p>Assist learners to write the sentences boldly and clearly.</p> | <p>What have we learnt today?</p> <p>Copying simple sentences clearly and boldly.</p> <p>Review the lesson with learners</p> |
| <p>Have learners to sing songs and recite familiar rhymes they know.</p> <p><u>ALPHABET</u> 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,Z.</p> | <p>Write the letters of the alphabet and simple words on the board.</p> <p>Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other.</p> <p>Assessment: Let learners keep practicing those they have difficulty with.</p> | <p>What have we learnt today?</p> <p>Practice saying letters or words</p> <p>Review the lesson with learners</p> | |

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| Week Ending | 25 th October, 2019. | | |
| Class | Two | | |
| Subject | PHYSICAL EDUCATION | | |
| Reference | Physical Education curriculum Page 23 | | |
| Learning Indicator(s) | B2.2.2.2.1: | | |
| Performance Indicator | Explain open spaces | | |
| Strand | Movement Concepts, Principles And Strategies | | |
| Sub strand | Space Awareness | | |
| Teaching/ Learning Resources | Videos and pictures | | |
| Core Competencies: personal and communication skills as speaking, listening | | | |
| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| | Engage learners to sing songs and recite familiar rhymes in relation to the lesson | <p>Revise with learners on General Space.</p> <p>General space is the space within a bounded area that a person can move through using any means of locomotion.</p> <p>Caution learners to keep their eyes up watching to avoid others.</p> <p>Look for and move to “open space”, thus where others are not.</p> <p>Assessment: Engage Learners in a short activity to demonstrate open space by moving to free space within the demarcated working area.</p> <p>From their personal space, ask them to move (jog, run at varied speed) to open space within the working boundaries.</p> | Review the lesson with learners |