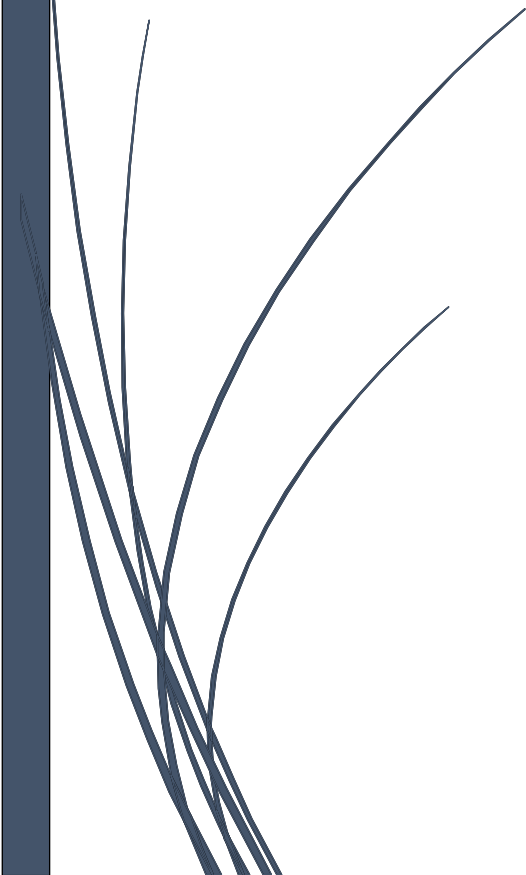


WEEKLY LESSON NOTES-WEEK ELEVEN (11)  
BASIC TWO



## WEEKLY SCHEME OF LEARNING- WEEK ELEVEN (11)

### BASIC TWO

Name of School.....

<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.		
<b>Class</b>	Two		
<b>Subject</b>	<b>ENGLISH LANGUAGE</b>		
<b>Reference</b>	English language curriculum		
<b>Learning Indicator(s)</b>	B2.1.4.1.3. B2.2.3.1.2. B2.4.4.1.1. B2.5.4.1.1. B2.6.1.1.1		
<b>Performance Indicator</b>	<p>A. Learners can tell stories from cultural background</p> <p>B. Learners can use words containing digraphs to make meaningful sentences.</p> <p>C. Learners can draw and label objects found in their environment</p> <p>D. Learners can use the simple present tense to express habitual actions (simple truths, interest, feelings and opinions)</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, handwriting on a manila card and a class library		
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership Communication and Collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner And Teacher)</b>
Monday	Have learners to watch a short video of a story from "by the fire side"	<p style="text-align: center;"><b>A. <u>ORAL LANGUAGE</u></b></p> <p>Revise some stories learners have heard.</p> <p>Tell the story as learners listen.</p> <p>Let learners tell their own stories.</p> <p>Discuss the moral lessons and values in stories told.</p>	Assessment: learners to tell stories among themselves and tell the moral values of the stories

<p>Tuesday</p>	<p>Have learners to sing songs and recite familiar rhymes they know</p> <p><u>TWINKLE, TWINKLE LITTLE STARS</u></p>	<p><b>B. <u>READING</u></b></p> <p>Paste a digraph poster on the board for learners to observe</p> <p>Revise with learners how consonant and vowel digraphs are formed and pronounced.</p>	<p>What have we learnt today?</p> <p>Using digraphs to make meaningful sentences.</p>
	<p>Twinkle, twinkle little stars, How I wonder what you are, Up above the world so high; Like a diamond in the sky Twinkle, twinkle little star. How I wonder what you are</p>	<p>Have learners to give a few examples of digraphs and use them in sentences</p> <div data-bbox="673 688 1117 1045" data-label="Image"> </div> <p><b>Assessment:</b> Call learners in turns and in groups and have them identify words on the poster chart and form meaningful sentences with the words.</p>	<p>Review the lesson with learners and call learners in turns to summarize the lesson</p>

<p>Wednesday</p>	<p>Have learners to sing songs and recite familiar rhymes they know</p> <p><u>IF YOU ARE HAPPY AND YOU KNOW.</u> If you are happy and you know it, clap your hands, If you are happy and you know it, clap your hands, If you are happy and you know it, and you really want to show it, If you are happy and you know it, clap your hands</p>	<p><b>C. <u>WRITING</u></b></p> <p>Take learners round to look at charts showing labelled objects.</p> <p>Put learners into groups and ask them to choose an area in the environment where they will want to make a list of objects found there (e.g. home, market, shops etc.).</p> <p>Let learners draw and label objects from the area studied by their group.</p> <p>Help them to edit their work particularly spelling and spacing.</p> <p><b>Assessment:</b> Let learners write their names under their work and post their charts on the walls of the classroom for peer review.</p>	<p>Review the lesson with learners</p>
<p>Thursday</p>	<p>Engage learners in the back to board game</p> <p>Display word cards on the teachers table in front of the class.</p>	<p><b>D. <u>WRITING CONVENTION AND GRAMMAR USAGE</u></b></p> <p>Tell learners some of the things you do daily in short and simple sentences. E.g. I read stories every day.</p>	<p>What have we learnt today?</p> <p>Using simple present tense</p>
	<p>Group class into three or four.</p> <p>Invite each leader from the group in turns to face the class with his/her back to the board. Write a letter on the board for the others to make its sound. The leader then search through the</p>	<p>Create situations for learners to use the structure. e.g.</p> <p>i. simple truths – Lemons <b>are</b> sour. ii. Interest – I <b>like</b> playing football. iii. Feelings – I am <b>happy</b>. iv. Opinions – He is a <b>good</b> teacher.</p> <p>Introduce drills for learners to have practice.</p> <p><b>Assessment:</b> Put learners into small groups to discuss given topics, using the structures.</p>	<p>Review the lesson with learners</p>

	word cards to identify the letter		
Friday	Guide learners to choose and read books during the library period	<p><b>E. <u>EXTENSIVE READING</u></b></p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <p>Have a variety of age and levelappropriate 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>	Have learners to tell what they read to the whole class

<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.		
<b>Class</b>	Two		
<b>Subject</b>	<b>MATHEMATICS</b>		
<b>Reference</b>	Mathematics curriculum Page 37		
<b>Learning Indicator(s)</b>	B2.3.3.1.2		
<b>Performance Indicator</b>	Learners can develop an understanding of measuring as a process of comparing three or more items		
<b>Strand</b>	Geometry And Measurement		
<b>Sub strand</b>	Measurement- Length, Capacity, Mass and Time		
<b>Teaching/ Learning Resources</b>	Paper clips, pencil		
<b>Core Competencies:</b> Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; 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	Play games and recite rhymes to get learners ready for the lesson	Learners bring together several collection of objects in their environment.  Have learners to compare (directly and indirectly) using words such as smaller and smallest	Review the lesson with learners  <b>Assessment:</b> Have learners to practice with more examples.
Tuesday	Play games and recite rhymes to get learners ready for the lesson	Learners bring together several collection of objects in their environment  Have learners to compare (directly and indirectly) using words such as longer and longest	Review the lesson with learners  <b>Assessment:</b> Have learners to practice with more examples.

Wednesday	Play games and recite rhymes to get learners ready for the lesson	Learners bring together several collection of objects in their environment  Have learners to compare (directly and indirectly) using words such as bigger, biggest	Review the lesson with learners  <b>Assessment:</b> Have learners to practice with more examples.
Thursday	Play games and recite rhymes to get learners ready for the lesson	Learners bring together several collection of objects in their environment  Have learners to compare (directly and indirectly) using words such as heavier, heaviest	Review the lesson with learners  <b>Assessment:</b> Have learners to practice with more examples.
Friday	Play games and recite rhymes to get learners ready for the lesson	Learners bring together several collection of objects in their environment  Have learners to compare (directly and indirectly) using words such as smaller, smallest, longer, longest, bigger, biggest, heavier, heaviest	Review the lesson with learners  <b>Assessment:</b> Have learners to practice with more examples.


<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.		
<b>Class</b>	Two		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.1.4.1		
<b>Performance Indicator</b>	Learners can find out the qualities of good drinking water		
<b>Strand</b>	Cycles		
<b>Sub strand</b>	Earth science		
<b>Teaching/ Learning Resources</b>	Videos and Pictures		
<b>Core Competencies:</b> Personal Development and Leadership Critical Thinking and Problem Solving			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN</b> <i>40MINS</i> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION</b> <i>10MINS</i> (Learner And Teacher)



	<p>Have learners to sing songs and recite familiar rhymes relating to the lesson</p> <p><u>WATER WE DRINK</u>  Water we drink and water we use,  To wash our vessels, our clothes and shoes.  With water we bathe, and wash our hair.  But what do we do, when it isn't there!  Shut the tap when you don't need it,  Don't let water overflow.  When you learn to save water,  You will have enough and more.</p>	<p>Learners mention the sources of water we drink and use in their homes and communities.</p> <p>Some of the sources of water are;  Well water  Stream water  Tap water  Bore hole</p> <p>Supply learners with samples of water from different sources, i.e. river, pond, well and bottled water.</p> <p><b>Caution:</b> learners should not taste any of the water samples.</p>	<p>Ask learners to tell what they have learnt</p> <p>Call learners in turns to summarize the lesson</p>
	<p>Revise with learners on the previous lesson</p>	<p>In groups learners examine the water samples for the following: solid particles (using hand lens), color and odour (smell).</p> <p>Each group presents their findings.</p>	<p>Review the lesson with learners</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>
	<p>Have learners to sing songs and recite familiar rhymes relating to the lesson</p>	<p>Display to learners, samples of good drinking water and assist them to infer that good drinking water has no color, and no odour and is free from solid particles</p> <p>Learners explain what will happen when they drink water that has particles, odour and color in it.</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>


<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.
<b>Class</b>	Two
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>
<b>Reference</b>	OWOP curriculum Page 24
<b>Learning Indicator(s)</b>	B2.2.2.1.1.
<b>Performance Indicator</b>	Learners can explore the important plants in the community
<b>Strand</b>	All Around Us
<b>Sub strand</b>	Plants and Animals
<b>Teaching/ Learning Resources</b>	Pictures, word cards , chart an videos

**Core Competencies:** Communication and Collaboration Creativity and Innovation Personal Development and Leadership Critical Thinking and Problem Solving

<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner And Teacher)</b>
	<p>Paste a chart on the board showing pictures of plants</p> <p>Have learners to talk about the pictures and hence introduce the lesson</p>	<p>Learners identify and talk about crops like cocoa, yam, maize, shea butter, etc, and talk about why they are important to the community. e.g. they give us money and food</p> <p>Learners see the real crops, watch pictures/videos of these important crops</p>	<p>What have we learnt today?</p> <p>Important plants in the community</p> <p>Learners to summarize the lesson</p>
	<p>Revise with learners on the previous lesson</p>	<p>Learners draw and color the important crops in their community</p> 	<p>What have we learnt today?</p> <p>Important plants in the community</p> <p>Learners to summarize the lesson</p>
	<p>Have learners to make a rough sketch on a sheet of paper of plants at their backyard gardens.</p>	<p>Learners talk about caring for crop plants</p> <p><b>Protect work</b> Learners talk to parents about taking good care of important crops</p>	<p>What have we learnt today?</p> <p>Important plants in the community</p> <p>Learners to summarize the lesson</p>


<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.
<b>Class</b>	Two
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>

<b>Reference</b>	RME curriculum Page 8		
<b>Learning Indicator(s)</b>	B2.1.3.1.1		
<b>Performance Indicator</b>	Learners can explain the purpose of God’s creation.		
<b>Strand</b>	God his creation and attributes		
<b>Sub strand</b>	Purpose of creation		
<b>Teaching/ Learning Resources</b>	Videos and Pictures		
<b>Core Competencies:</b> Appreciation, Truthfulness Caring, Love Communication and Collaboration, Critical Thinking and Problem Solving			
<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 to listen to stories about God and creation.</p> <p>Learners to watch pictures and videos about creation.</p> <p>Have learners to talk about the videos/pictures and tell the part that interest them most.</p>	<p>Have learners to sing</p> <p><u>MY GOD IS SO BIG</u></p> <p>My God is so big So Strong and so Mighty There’s nothing my God cannot do.</p> <p>The mountains are His The rivers are His The stars are His handy works too....</p> <p>Group learners to discuss the usefulness of plants and animals to humankind.</p> <p>Let learners identify the uses of animals and plants.</p> <p><b>Assessment:</b> Let learners draw and color useful plants and animals.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points of the lesson.</p> <p>Give learners task to match pictures of plants and animals to their uses</p>

<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.		
<b>Class</b>	Two		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.4.1.1		
<b>Performance Indicator</b>	Learners can discuss the history of Ghana's major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace.		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Major Historical Locations		
<b>Teaching/ Learning Resources</b>	Videos and Pictures		
<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations helps learners to develop cultural identity, creative and innovative skills.			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> 10MINS <b>(Learner And Teacher)</b>
	<p>Paste a chart on the board showing pictures of some Historical sites in Ghana</p>  <p>Have learners talk about the chart</p> <p>Learners to identify some of the sites by names.</p>	<p>Identify the major historical locations in Ghana (starting with the oldest location).</p> <p>Show and discuss video, documentary, stories and slides about the history of these major historical locations in Ghana.</p> <p>Retell the history of these major historical locations in Ghana.</p>	<p>What have we learnt today?</p> <p>Ghana's major historical locations</p> <p>Ask learners to summarize the important points in the lesson</p>

Engage learners to sing songs and recite familiar rhymes  Revise with learners on the previous lesson	Interact with knowledgeable persons/ opinion leaders/ chiefs/ resource persons to tell the history of any historical location in your community or district.  Visit any historical site in their community.  Retell the history of major sites in their community.	Ask learners to summarize the important points in the lesson  Give learners a task to match pictures of various historical locations in Ghana to their correct names.
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<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.		
<b>Class</b>	Two		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B2 1.3.4.1 B2 2.3.4.1		
<b>Performance Indicator</b>	Learners can plan for a display of own artworks to share creative experiences based on ideas from artworks that reflect the history and culture of people in other Ghanaian communities		
<b>Strand</b>	Visual Arts And Performing Arts		
<b>Sub strand</b>	Displaying and Sharing		
<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 and Innovation			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> 10MINS <b>(Learner And Teacher)</b>

	<p>Have Learners to watch a short video on an exhibition or visit an exhibition center or gallery</p>	<p>Have learners to trace and make drawings of different images of objects on manila cards.</p> <p>Show samples of Christmas cards to learners and have them do same on their own.</p> <p>Learners to make and color paper wall hangings for Christmas</p> 	<p>Teacher guides learners in any difficulties</p>
	<p>Prepare and set the stage for the exhibition</p>	<p>Have learners to display their artworks on the exhibition stage.</p> <p>Teacher(s) go round and observe artworks created by learners.</p>	<p>Teacher(s) express their judgments on the artworks</p>

<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.
<b>Class</b>	Two
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>
<b>Reference</b>	Ghanaian Language curriculum Page 87
<b>Learning Indicator(s)</b>	B2.6.1.1.1
<b>Performance Indicator</b>	Learners can read short passages of simple sentences of about four to five words.
<b>Strand</b>	Extensive Reading
<b>Sub strand</b>	Building the love and culture of reading in learners
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card.

**Core Competencies:** Personal development and leadership

<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>
	Let learners sing a traditional occupational song they know.	<p>Provide learners with reading books (the book should have a short passage according to the number of words prescribed)</p> <p>Lead learners to read the passage in the book.</p> <p>Let learners read the passage in turns.</p> <p>Assist learners to read short passages of simple sentences of about four to five words in other parts of the book.</p>	<p>Review the lesson with learners</p> <p>Have learners to use keywords in the passage to form sentences</p>
	Flash and drill the pronunciation and meaning of keywords in the passage with learners	<p>Provide learners with reading books (the book should have a short passage according to the number of words prescribed)</p> <p>Lead learners to read the passage in the book.</p> <p>Let learners read the passage in turns.</p>	<p>Review the lesson with learners</p> <p>Have learners to use keywords in the passage to form sentences</p>
	Flash and drill the pronunciation and meaning of keywords in the passage with learners	<p>Provide learners with reading books (the book should have a short passage according to the number of words prescribed)</p> <p>Assist learners to read short passages of simple sentences of about four to five words in other parts of the book.</p>	<p>Review the lesson with learners</p> <p>Have learners to use keywords in the passage to form sentences</p>

<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.
<b>Class</b>	Two



<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 26		
<b>Learning Indicator(s)</b>	B2.4.1.4.1		
<b>Performance Indicator</b>	Learners can explain why people participate in physical activities three to four times each week, for at least 30 minutes.		
<b>Strand</b>	Physical Fitness Concepts, Principles and Strategies		
<b>Sub strand</b>	Healthy diet		
<b>Teaching/ Learning Resources</b>	Videos and pictures		
<b>Core Competencies:</b> Learners develop personal skills and problem-solving such as commitment to duty, responsibility, hardworking, enthusiasm etc. by performing Perform lower back stretch test.			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> 40 <i>MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> 10 <i>MINS</i> <b>(Learner And Teacher)</b>
	Revise with learners on the previous lesson  Have learners watch videos and pictures of people training	Learners' their fitness records on Monday of every week to find out the number of time parents have signed that their ward participated in 30 minutes' physical activities.  Cross check and give them encouragement to improve upon their physical fitness.  Discuss why people participate in physical activities three to four times each week, for at least 30 minutes as to improve their fitness, endurance, cardiovascular endurance, etc.	Review the lesson with learners