



WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC TWO (2)

Fayol Inc.

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NAME OF SCHOOL.....

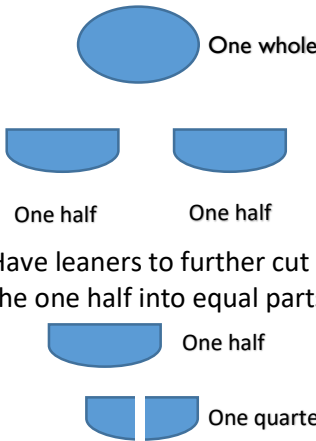
Week Ending		18 th October, 2019.	
Class		Two	
Subject		ENGLISH	
Reference		English curriculum Page	
Learning Indicator(s)		B2.1.2.1.1 B2.2.2.1.3 B2.4.3.1.2. B2.5.2.1.1 B2.6.1.1.1	
Performance Indicator		A. Learners can interpret rhymes and tongue-twisters in own words B. Learners can use elements of structural analysis to decode unknown words C. Learners can use lower and upper case letters appropriately in words and simple sentences D. Learners can use full stops at the end of sentences and question marks at the end of questions E. Learners can read a variety of age and level-appropriate books and texts from print and non-print	
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	Revise some familiar rhymes and tongue-twisters taught. <u>Baa, Baa, Black Sheep</u> Baa, baa, black sheep Have you any wool. Yes sir, yes sir, three bags full. One for my master, one for his dame, One for the little boy who lives down the lane	A. <u>ORAL LANGUAGE</u> Revise some familiar rhymes and tongue-twisters learnt. Select a rhyme from learners. As learners listen and observe, perform the rhyme (Recite it, accompanied with actions and gestures, two or three times). Recite lines of the rhyme as learners join in and repeat lines after you. Teach the accompanying actions through demonstration. Let learners repeat lines of the rhyme on their own accompanied with appropriate actions.	What have we learnt today? Interpreting rhymes and tongue twisters

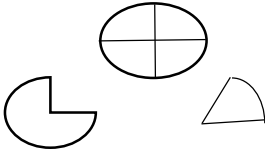

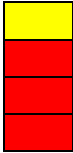
		Through questions, have learners interpret the rhymes in their own words.																												
Tuesday	<p>Have learners play a game or sing a song to review the previous lesson</p> <p><u>HOT CROSS BUNS</u> Hot cross buns, Hot cross buns. One a penny two a penny. Hot cross buns. If you have no daughters Give them to your sons. One a penny two a penny. Hot cross buns</p>	<p>B. <u>READING</u></p> <p>Have learners analyze the basic structure of unknown two-syllable words using specific indicators as a guide.</p> <p>Have learners to understand that prefix is a word part that is placed in front of a base word.</p> <p>Common prefixes include pre, bi, and anti.</p> <table><tr><th>Word</th><th>Prefix</th><th>Root word</th></tr><tr><td>Connect</td><td>Dis</td><td>Disconnect</td></tr><tr><td>Do</td><td>Re</td><td>Redo</td></tr><tr><td>Exist</td><td>Co</td><td>coexist</td></tr></table> <p>A prefix usually changes the meaning of the base word</p> <p>Let learners look at the different features of compound words.</p> <p>Have learners to understand that suffix is a word part that is placed at the end of the base word. Common suffixes include ed, ing, and est.</p> <table><tr><th>Word</th><th>Suffix</th><th>New word</th></tr><tr><td>Berry</td><td>es</td><td>Berries</td></tr><tr><td>Baby</td><td>ish</td><td>Babyish</td></tr><tr><td>Run</td><td>er</td><td>Runner</td></tr><tr><td>Adore</td><td>able</td><td>adorable</td></tr></table> <p>Assessment: Give learners the opportunity to work as teams/groups to come up with their own features, e. g. “class” and “room” will give “classroom”</p>	Word	Prefix	Root word	Connect	Dis	Disconnect	Do	Re	Redo	Exist	Co	coexist	Word	Suffix	New word	Berry	es	Berries	Baby	ish	Babyish	Run	er	Runner	Adore	able	adorable	Review the lesson with learners
Word	Prefix	Root word																												
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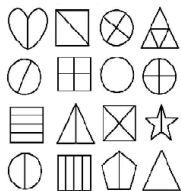
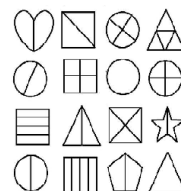
Wednesday	<p>Engage learners in the “Read- Cover- Write Game”</p> <p>Put letter cards on the table / floor or a bowl.</p> <p>A pupil picks a letter card, reads the word, covers it/ turns it over and writes the letter on the board or book. He then picks the card again and show it to the class.</p> <p>The class checks to see if the word is correct.</p> <p>The student with the correct number of words wins the game.</p>	<p>C. <u>WRITING</u></p> <p>Guide learners to choose level-appropriate topics.</p> <p>E. g. My Family, My Pet, My Friend, etc.</p> <p>Let learners talk about the topic.</p> <p>Write what learners say about the topic on the board.</p> <p>E. g. My family There are six people in my family. My father is a teacher. My mother is a nurse, etc.</p> <p>Have learners read the sentences.</p> <p>Assessment: Re-write the sentences with wrong capitalisation and ask learners re-write them appropriately.</p> <p>e. g. my Father is a teacher.</p>	Review the lesson with learners
Thursday		<p>D. <u>WRITING CONVENTIONS</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.</p> <p>Let learners copy and punctuate sentences with full stop.</p> <p><u>I have a yellow ball.</u></p>	Review the lesson with learners

		<p>Let learners copy and punctuate sentences with full stop.</p> <p>Assessment: teacher writes few examples of sentences on the board.</p> <p>Learners copy sentences and punctuate sentences with full stop into their workbook.</p>	
Friday	Guide learners to choose and read books during the library period	<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>	Have learners to tell what they read to the whole class

Week Ending	18 th October, 2019.
Class	Two
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 50


Learning Indicator(s)		B2.1.3.1.1	
Performance Indicator		Learners can understand the fraction one-half and one-quarter as the quantity obtained by taking 1 part when a whole is partitioned into two or four equal parts	
Strand		Number	
Sub strand		Fractions	
Teaching/ Learning Resources		Paper strips, real objects, blocks etc.	
Core Competencies: Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision; Cultural Identity			
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	Engage Learners to sing the song <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>Use concrete objects to explain the fraction one-fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.</p> <p>Display a whole apple for leaners to observe.</p> <p>Cut the full apple into two equal parts. Show to learners that the two halves make up the whole.</p> <div><p>The diagram illustrates the relationship between a whole and its parts. At the top is a blue oval labeled 'One whole'. Below it are two blue semi-circles, each labeled 'One half'. Further down is a single blue semi-circle labeled 'One half', and at the bottom are two blue quarter-circles labeled 'One quarter'.</p></div> <p>Have leaners to further cut the one half into equal parts</p> <p>Assessment: Have leaners to demonstrate with other objects to find the relationship</p>	Review lesson with Learners by giving them task to solve in their workbooks.

		<p>between a whole, one half and one quarter</p> 	
Tuesday	<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>Use pictorial representations to explain the fraction one-fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.</p>  <p>Have Learners to identify the odd colour out, depicting one quarter of the whole.</p> <p>Assessment: have Learners to explore with several pictorial representations to demonstrate one half and one quarter</p>	Review lesson with Learners by giving them task to solve in their workbooks.
Wednesday	<p>Engage learners to sing I'm counting one, what is one</p> <ul style="list-style-type: none"> • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Saviour • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God 	<p>Use pictorial representations to explain the fraction one-fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.</p>  <p>Have learners to identify the odd colour out, depicting one quarter of the whole</p>	Review lesson with Learners by giving them task to solve in their workbooks.

		Assessment: have learners to explore with several pictorial representations to demonstrate one half and one quarter	
Thursday	<p>Engage learners to sing “counting from one to ten”</p> <p><u>COUNTING FROM ONE TO TEN</u></p> <ul style="list-style-type: none"> •1 2 3 response 1 2 3 •4 5 6 response 4 5 6 • 7 response 7 • 8 response 8 •9 and 10 response 9 and 10. <ul style="list-style-type: none"> •Do you know – do you know •How to count – how to count (point at a pupil) •Pupil respond: Yes I know,(Yes I know) how to count (how to count) 	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are one-fourths.</p>  <p>Have learners to make judgments on their groupings.</p> <p>Assessment: have Learners to draw different representations to mean one fourths</p>	Review lesson with Learners by giving them task to solve in their workbooks.
Friday	<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>Use pictorial representations to help learners sort fractions into those that are halves and those that are one-fourths</p>  <p>Assessment: have Learners to draw different representations to mean one fourths</p>	Review lesson with Learners by giving them task to solve in their workbooks.

Week Ending	18 th October, 2019.
Class	Two


Subject		SCIENCE	
Reference		Science curriculum Page 38	
Learning Indicator(s)		B2.1.2.2.1	
Performance Indicator		Learners can describe the properties of solids, liquids, and gases	
Strand		Diversity of matter	
Sub strand		Materials	
Teaching/ Learning Resources		Water, source of heat, etc.	
Core Competencies: Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Personal Development and Leadership. Creativity and Innovation			
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)
	Bring in an object relating to what you are studying and ask the learners to discuss what they think the object represents.	<p>Display different materials (real or pictures) in the solid, liquid or gaseous state, e.g. ice, water, vapor, fruit juice, oil and gravels.</p> <p>Learners observe the materials and describe their properties in terms of appearance, shape, flow, and how easily they can be squeezed, stretched and compressed.</p> <p>Have learners to explore the properties of the materials being displayed.</p> <p>Assessment: put learners into groups. Share materials among the groups. Learners are to note down the properties of the materials and present their work to the class</p>	<p>What have we learnt today?</p> <p>Properties of solids, liquids, and gases.</p> <p>Have learners to summarize the main points of the lesson</p> <p>Teacher moves round the groups to find out the progress learners are making with respect to the task given them and where necessary ask questions to guide them.</p>
	Write nine key words used in the previous lesson, in boxes on the board. Challenge students to make a (historically accurate) sentence of at	Paste a chart showing pictures of different materials on the board. Have learners to observe the pictures on the chart	<p>What have we learnt today?</p> <p>Properties of solids, liquids, and gases.</p>

	<p>least three lines or a short paragraph using them all</p>	<p>Leaners to talk about the pictures</p> <p>Have leaners to identify the names of items on the chart</p> <p>Assessment: In groups learners sort out more materials into solids, liquids and gases</p>	<p>Have leaners to summarize the main points of the lesson</p> <p>Teacher facilitates the presentations and sum up the learning outcomes.</p>
	<p>Group learners into three (3), appoint a leader from each group to act as the teacher.</p> <p>Ask them to summarize what was covered in the previous lesson.</p> <p>The class is allowed to pose questions to the leaders.</p> <p>The group who summarizes well wins, and hence introduce the lesson</p>	<p>Demonstrate the formation of vapour (gaseous state) by boiling water.</p> <p>Water vapour can be produced from the evaporation or boiling of liquid water or from sublimation of ice.</p> <p>Use boiling to demonstrate the formation of vapour</p> 	<p>What have we learnt today?</p> <p>Properties of solids, liquids, and gases.</p> <p>Have leaners to summarize the main points of the lesson</p>

Week Ending	18 th October, 2019.
Class	Two
Subject	OUR WORLD OUR PEOPLE

Reference		curriculum Page 21	
Learning Indicator(s)		B2.1.3.1.1.	
Performance Indicator		Learners can identify the role and responsibilities of the individual members of the family	
Strand		All about us	
Sub strand		My Family and The Community	
Teaching/ Learning Resources		Pictures and videos. Word cards	
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)
	Have Learners to describe what they do on Saturdays.	Learners, in groups, talk about their roles and roles of their parents in the family: – Parents: Provision of shelter, food, security and education. – Children: running errands, performing house chores, etc.	What have we leant today? Role and responsibilities of the individual members of the family Have Learners to summarize the main points of the lesson.
	Sing songs and recite familiar rhymes in relation to the lesson Example ;	Learners role play the functions of the various members in the family, e.g. learners play the role of a father, mother, etc. Have leaners to appreciate the roles played by their parents.	What have we learnt today? Role and responsibilities of the individual members of the family Have Learners to summarize the main points of the lesson
	Sing songs and recite familiar rhymes in relation to the lesson	Teacher encourages learners to undertake their routine responsibilities without being commanded or prompted.	Have leaners to tell what they have leant in turns to class

Week Ending	18 th October, 2019.
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 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:</p> <ul style="list-style-type: none">- safe environment,- unsafe environment, etc. <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>

Week Ending	18 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. Call a member of one group to pick up one of the ethnic groups. Call a member from the other group and let him pick</p>	<p>Review the lesson with learners by</p> <p>Ask pupils to summarize the important points in the lesson</p>

		up the administrative region that match the ethnic group	
	Have learners to identify some taboos and oaths in their community	<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>

Week Ending	18 th October, 2019.
Class	Two
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page 50


Learning Indicator(s)		B2 2.3.4.1	
Performance Indicator		Learners can Plan a display of own artworks to share creative experiences based on ideas of performing artworks that reflect the history and culture or way of life of people in other Ghanaian communities	
Strand		Performing Arts	
Sub strand		Displaying and sharing	
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			
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)
	Have Learners to watch a short video or live performances that reflect the history and culture of the people in Ghana	Have learners to talk about the video Have them to tell the class the part of the video that interest them most. Have learners to perform parts of the video Discuss the need for displaying portfolio of own performing artworks. Assessment: call out learners in turns to perform parts of the video	What have we learnt today? Planning and Displaying of own artworks.
	Have Learners to watch a short video on the artwork you intend to display	Plan a display of portfolio of own music, dance and drama compositions to share, educate and inform the public on the history and culture of people in the local community. Have learners to talk about how they felt performing their own compositions. What they learnt from the performance of other groups.	What have we learnt today? Planning and Displaying of own artworks. Give Learners home task to observe and reflect on a specific activity within their environment and compose a short performance for class discussion

		What other things they would want to do to improve upon their compositions.	
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Week Ending	18 th October, 2019.
Class	Two
Subject	GHANAIAN LANGUAGE

Reference		Ghanaian Language curriculum Page 94	
Learning Indicator(s)		B2.2.4.1.1 B2.2.4.1.2 B2.2.4.1.3	
Performance Indicator		<ul style="list-style-type: none">Learners can blend syllables to produce simple words.Learners can use alphabetic knowledge to decode words.Learners can read simple short sentences.	
Strand		Reading	
Sub strand		Phonics: letter and sound knowledge	
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)
	<p>Have learners recite familiar rhymes.</p> <p>Engage learners in the “Body syllables game” The teacher gives the class a word or name and they have to make a move touching a body part for each syllable E.g. for the word elephant (3 syllables) the children could touch their head, then shoulders, then hips.</p> <p>This can be modified so that rather than children touching body parts they clap for each syllable.</p>	<p>Let learners explore a rhyme.</p> <p>Write some syllables on a manila card and show it to learners.</p> <p>Lead learners to read the syllables.</p> <p>Lead learners to blend syllables to produce simple words</p> <p>Assessment: Call out learners to recite rhymes and clap the syllables in each word</p>	<p>Ask learners to reflect on the rhymes and read out some keywords learnt</p>
	<p>Engage learners in the step forward game.</p> <p>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'.</p>	<p>Revise the letters of the alphabet with learners.</p> <p>Write some words on a manila card and assist learners to use alphabetic knowledge to decode the words.</p> <p>Assessment: engage learners in the “Onset and Rime game”</p>	<p>Review the lesson with learners</p>

	<p>The person to get to the finish line wins.</p>	<p>Write onset and rime words on cards. e.g.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <div style="border: 1px solid green; padding: 5px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">c</div> <p>Onset</p> </div> <div style="text-align: center;"> <div style="border: 1px solid green; padding: 5px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">at</div> <p>Rime</p> </div> </div> <p>Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>A pupil picks a card, if she picks an onset, she searches for a card with a Rime and vice versa. She then put the two cards together and blend the sounds to read the word and write it on the board.</p>	
	<p>Choose 5-6 letters that the learners know and make 5-10 cards with each sound on.</p> <p>Give each child a card and ask them to remember the sounds and hide it.</p> <p>They walk around the classroom making that sound and find other children saying the same sound. They form groups of the same sound.</p>	<p>Write some simple sentences on the board.</p> <p>Lead learners to read the sentences.</p> <p>Call learners to read the simple sentences on the board as a group.</p> <p>Let learners read the sentences individually and correct them where necessary.</p>	<p>Review the lesson with learners</p>

Week Ending	18 th October, 2019.		
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	Physical education curriculum Page		
Learning Indicator(s)	B2.1.6.1.6:		
Performance Indicator	Learners can strike a ball continuously in an upward or forward motion, using a hand and foot		
Strand	Motor skills and movement pattern		
Sub strand	Rhythmic skills		
Teaching/ Learning Resources	Pictures, videos and ball		
Core Competencies: Personal skills and competencies such as accuracy, precision, coordination strength, balance, courage, patience, teamwork, fair-play,			
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)
	Take learners through general and specific warm ups.	Stand at shoulder width apart with the foot opposite the striking hand slightly forward.  Toss a ball up and wing the arm forward to strike the ball at the bottom upward. Follow the ball and strike it as it drops continuously until it drops. Guide learner s to practice at their own pace.	Have learners to practice individually and in groups. Help those who finds it difficult and help them Assessment: Organize mini game for learners for fun and enjoyment. Take learners through cool down to end the lesson