SEMESTER ONE BASIC TWO ANNUAL SCHEME OF LEARNING FIRST SEMESTER SCHEME OF LEARNING WEEK 1 - 19

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GENERAL INFORMATION

Name of school
District
Management Unit
Name of Class Teacher
Class Teachers Reg. No
Class
Boys
Girls
Average age of pupils



ENGLISH LANGUAGE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
		Asking and Answering Questions
1	Phonics	: Comprehension
	Penmanship/ Handwriting	Guided Composition
	Using Capitalisation	Using Simple Preposition
	Building The Love and Culture of	Building The Love and Culture of Reading
	Reading	
2	Songs	Asking and Answering Questions
	Phonics	Comprehension
	Penmanship/ Handwriting	Guided Composition
	Using Capitalisation	Using Simple Preposition
	Building The Love and Culture of	Building The Love and Culture of Reading
	Reading	
3	Rhymes	Giving and Responding to Commands, Instructions,
		Directions and Making Requests
	Word Families-Rhyming Endings and	Comprehension
	Common Digraph	
	Writing Letters – Small and Capital	narrative Writing
	Using Capitalisation	Using Simple and Compound Sentences
	Building The Love and Culture of	Building The Love and Culture of Reading
	Reading	
4	Story Telling	Giving and Responding to Commands, Instructions,
		Directions and Making Requests
	Word Families-Rhyming Endings and	Comprehension
	Common Digraph	
	Writing Letters – Small and Capital	narrative Writing
	Using Punctuation	Using Simple and Compound Sentences

	Building The Love and Culture of	Building The Love and Culture of Reading
	Reading	
5	Dramatisation and Role Play	Giving and Responding to Commands, Instructions,
		Directions and Making Requests
	Vocabulary	Fluency
	Labelling Items	narrative Writing
	Using Punctuation	Using Simple and Compound Sentences
	Building The Love and Culture of	Building The Love and Culture of Reading
	Reading	
6	Dramatisation and Role Play	Giving and Responding to Commands, Instructions,
		Directions and Making Requests
	Vocabulary	Fluency
	Labelling Items	narrative Writing
	Using Punctuation	Using Simple and Compound Sentences
	Building The Love and Culture of	Building The Love and Culture of Reading
	Reading	
7	Conversation	
	Vocabulary	Phonics
	Writing Simple Words and Sentences	Writing Letters – Small and Capital
	Using Action Words	Using Simple Preposition
	Building The Love and Culture of	Building The Love and Culture of Reading
	Reading	
8	Conversation	Story Telling
	Comprehension	Phonics
	Writing Simple Words and Sentences	Writing Letters – Small and Capital
	Using Action Words	Using Simple Preposition
	Building The Love and Culture of	Building The Love and Culture of Reading
	Reading	
9	Conversation	Conversation
	Comprehension	Vocabulary

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	Controlled Writing	Writing Letters – Small and Capital
	Using Action Words	Using Simple Preposition
	Building The Love and Culture of	Building The Love and Culture of Reading
	Reading	
10	Listening Comprehension	Conversation
	Comprehension	Vocabulary
	Controlled Writing	Writing Simple Words and Sentences
	Using Adjectives	Using Simple Preposition
	Building The Love and Culture of	Building The Love and Culture of Reading
	Reading	
11	Listening Comprehension	Listening Comprehension
	Comprehension	Comprehension
	Controlled Writing	Writing Simple Words and Sentences
	Using Adjectives	Using Simple and Compound Sentences
	Building The Love and Culture of	Building The Love and Culture of Reading
	Reading	
12	Listening Comprehension	Listening Comprehension
	Comprehension	Comprehension
	Controlled Writing	Writing Simple Words and Sentences
	Using Adjectives	Using Simple and Compound Sentences
	Building The Love and Culture of	Building The Love and Culture of Reading
	Reading	
13		
		Giving and Responding to Commands, Instructions,
14		Directions and Making Requests
	Phonics	Comprehension

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	listening Comprehension	Presentation
	Vocabulary	Fluency
	Controlled Writing	Descriptive Writing
19	Using Simple Preposition	Spelling
	Building The Love and Culture of	Building The Love and Culture of Reading
	Reading	
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MATHS

	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Counting, Representation, Cardinality & Ordinality	Fractions
2	Counting, Representation, Cardinality & Ordinality	Patterns and Relationships
3	Counting, Representation, Cardinality & Ordinality	2D and 3D Shapes
4	Counting, Representation, Cardinality & Ordinality	Measurement- Length, Capacity, Mass and Time
5	Counting, Representation, Cardinality & Ordinality	Measurement- Length, Capacity, Mass and Time
6	Fractions	Measurement- Length, Capacity, Mass and Time
7	Fractions	Counting, Representation, Cardinality & Ordinality
8	Money	Counting, Representation, Cardinality & Ordinality
9	Patterns and Relationships	Counting, Representation, Cardinality & Ordinality
10	2D and 3D Shapes	Counting, Representation, Cardinality & Ordinality
11	Position/ Transformation	Fractions
12	Position/ Transformation	Fractions
13		
14	Counting, Representation, Cardinality & Ordinality	2D and 3D Shapes
15	Counting, Representation, Cardinality & Ordinality	Measurement- Length, Capacity, Mass and Time
16	Counting, Representation, Cardinality & Ordinality	Measurement- Length, Capacity, Mass and Time
17	Counting, Representation, Cardinality & Ordinality	Data Collection, Organisation, Presentation, Interpretation and Analysis
18	Counting, Representation, Cardinality & Ordinality	Data Collection, Organisation, Presentation, Interpretation and Analysis
19	Fractions	Data Collection, Organisation, Presentation, Interpretation and Analysis
20		
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SCIENCE

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3 LI	IVING AND NON-LIVING THINGS IVING AND NON-LIVING THINGS	ELECTRICITY AND ELECTRONICS
	IVING AND NON-LIVING THINGS	
4		ELECTRICITY AND ELECTRONICS
4 LI	AATERIALC	
5 N	MATERIALS	ELECTRICITY AND ELECTRONICS
6 N	MATERIALS	ELECTRICITY AND ELECTRONICS
7 N	MATERIALS	FORCES AND MOVEMENT
8 N	MATERIALS	PERSONAL HYGIENE AND SANITATION
9 E	ARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
10 E	ARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
11 E	ARTH SCIENCE	DISEASES
12 E	ARTH SCIENCE	DISEASES
13		
14 E	ARTH SCIENCE	SCIENCE AND INDUSTRY
15 E	ARTH SCIENCE	SCIENCE AND INDUSTRY
16 TI	HE HUMAN BODY SYSTEMS	SCIENCE AND INDUSTRY
17 TI	HE HUMAN BODY SYSTEMS	CLIMATE CHANGE
18 S0	OLAR SYSTEM	CLIMATE CHANGE
19 S0	OURCES AND FORMS OF ENERGY	CLIMATE CHANGE
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OWOP

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Nature of God	Festivals
2	Myself	Festivals
3	My Family and the Community	Basic Human Rights
4	My Family and the Community	Being a Leader
5	Home and School	Being a Leader
6	The Environment and the Weather	Being a Leader
7	The Environment and the Weather	Being a Citizen
8	The Environment and the Weather	Authority and Power
9	Plants and Animals	Responsible use of Resources
10	Plants and Animals	Responsible use of Resources
11	Plants and Animals	Farming in Ghana
12	Plants and Animals	Farming in Ghana
13		
14	Plants and Animals	Our Neighbouring Countries
15	Map Making and Land Marks	Our Neighbouring Countries
16	Population and Settlement	Introduction to Computing
17	Population and Settlement	Sources of Information
18	Worship	Technology in Communication
19	Festivals	Technology in Communication
20		
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WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	God the Creator	Early Life of the Leaders of the three Major
		Religions
2	God the Creator	Early Life of the Leaders of the three Major
		Religions
3	The Environment	Early Life of the Leaders of the three Major
		Religions
4	The Environment	Early Life of the Leaders of the three Major
		Religions
5	The Environment	Early Life of the Leaders of the three Major
		Religions
6	The Environment	Early Life of the Leaders of the three Major
		Religions
7	The Environment	Roles and Relationships
8	The Environment	Roles and Relationships
9	Purpose of God's Creation	Roles and Relationships
10	Purpose of God's Creation	Roles and Relationships
11	Purpose of God's Creation	Roles and Relationships
12	Purpose of God's Creation	Roles and Relationships
13	*	
14	Religious Worship, Prayer and other Religious	Personal Safety in the Community
	Practices	
15	Religious Worship, Prayer and other Religious	Personal Safety in the Community
	Practices	
16	Religious Worship, Prayer and other Religious	Personal Safety in the Community
	Practices	
17	Festivals in the Three Major Religions	Personal Safety in the Community
18	Festivals in the Three Major Religions	Personal Safety in the Community

19	Festivals in the Three Major Religions	Personal Safety in the Community
20		
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HISTORY

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	The People Of Ghana	Some Selected Individuals
2	The People Of Ghana	Some Selected Individuals
3	The People Of Ghana	Some Selected Individuals
4	The People Of Ghana	Some Selected Individuals
5	The People Of Ghana	Some Selected Individuals
6	The People Of Ghana	Some Selected Individuals
7	The People Of Ghana	International Trade Including Slave Trade
8	The People Of Ghana	International Trade Including Slave Trade
9	The People Of Ghana	International Trade Including Slave Trade
10	The People Of Ghana	International Trade Including Slave Trade
11	The People Of Ghana	International Trade Including Slave Trade
12	The People Of Ghana	International Trade Including Slave Trade
13		
14	Major Historical Locations	International Trade Including Slave Trade
15	Major Historical Locations	International Trade Including Slave Trade
16	Major Historical Locations	International Trade Including Slave Trade
17	Major Historical Locations	International Trade Including Slave Trade
18	Major Historical Locations	International Trade Including Slave Trade
19	Major Historical Locations	International Trade Including Slave Trade
20		
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CREATIVE ARTS

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Thinking and exploring (Visual Arts)	Displaying and Sharing
2	Thinking and exploring (Performing Arts)	Displaying and Sharing
3	Planning, Making and Composing (Visual Arts)	Appreciating and Appraising
		(Visual Arts)
4	Planning, Making and Composing (Performing Arts)	Appreciating and Appraising
		(Performing Arts)
5	Planning, Making and Composing(Visual Arts)	Display and Sharing School-Based
		Project (Visual and Performing Arts)
6	Planning, Making and Composing Performing Arts)	Appreciating and Appraising
		(Visual and Performing Arts)
7	Displaying and Sharing(Visual Arts)	Thinking and exploring
		(Visual Arts)
8	Displaying and Sharing Performing Arts)	Thinking and exploring
		(Performing Arts)
9	Displaying and Sharing	Planning, Making and Composing
	(Visual and Performing Arts)	(Visual Arts)
10	Displaying and Sharing /	Planning, Making and Composing
	Appreciating and Appraising (Visual and Performing Arts)	(Performing Arts)
11	Appreciating and Appraising (Performing Arts)	Planning, Making and Composing
12	Appreciating and Appraising (Visual and Performing Arts)	Planning, Making and Composing
13		
14	Thinking and exploring	Displaying and Sharing
	(Visual Arts)	
15	Thinking and exploring	Displaying and Sharing
	(Performing Arts)	
16	Planning, Making and Composing	Appreciating and Appraising

	(Visual Arts)	(Visual Arts)
17	Planning, Making and Composing	Appreciating and Appraising
	(Performing Arts)	(Performing Arts)
18	Planning, Making and Composing	Display and Sharing School-Based
		Project (Visual and Performing Arts)
19	Planning, Making and Composing	Appreciating and Appraising
		(Visual and Performing Arts)
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GHANAIAN LANGUAGE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Songs	Penmanship/
		Handwriting
2	Rhymes	Writing Simple Words/
		Names of People and Places (Proper Nouns) Labelling
		Items in the Environment/
	Listening and Story Telling	Classroom
3	Listening and Story Telling	Writing Simple Words/
		Names of People and Places (Proper Nouns) Labelling
	Dramatisation and Role Play	Items in the Environment/
		Classroom
4	Phonological and Phonemic Awareness	Integrating Grammar in Written Language (Use of
		Action Words)
	Phonics (Blend and Connect Sounds)	
5	Phonics (Blend and Connect Sounds)	Integrating Grammar in Written Language (Use of
		Postpositions)
6	Phonics (Blend and Connect Sounds)	Read Aloud With Children
7	Penmanship/Handwriting	Asking and Answering Questions
8	Penmanship/Handwriting	Giving and Following Commands /
		Instructions
9	Penmanship/Handwriting	Presentation
10	Integrating Grammar in Written	Comprehension
	Language (Capitalization)	
11	Integrating Grammar in Written	Comprehension
	Language (Punctuation)	
	Integrating Grammar in Written	
	Language (Use of Action Words)	

	APP UNLY 0245350591	City of Breeding
12	Read Aloud With Children	Silent Reading
		Fluency
13		
14	Conversation	Writing Simple Words/ Names of People and Places
		(Proper Nouns) Labelling Items in the Environment
		/Classroom
15	Talking about Oneself, Family, People and	
	Places	Copying /Writing Simple Sentences with Correct
		Spacing
16	Listening Comprehension/ Asking and	Copying/ Writing Simple Sentences with Correct
	Answering Questions	Spacing
17	Phonics (Blend and Connect Sounds)	Integrating Grammar in Written Language (Use of
		Simple and Compound Sentences)
18	Vocabulary	Integrating Grammar in Written Language (Spelling)
19	Vocabulary	Read short passages of simple sentences of about five
		to six words
20		
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PHYSICAL EDUCATION

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	LOCOMOTOR, SKILLS	Dynamics
2	LOCOMOTOR, SKILLS	Relations
3	LOCOMOTOR, SKILLS	Body Management
4	MANIPULATIVE SKILLS	Body Management
5	MANIPULATIVE SKILLS	Strategies
6	MANIPULATIVE SKILLS	Strength
7	MANIPULATIVE SKILLS	ENDURANCE
		FLEXIBILITY
8	MANIPULATIVE SKILLS	BODY COMPOSITION
9	MANIPULATIVE SKILLS	FITNESS PROGRAMME,
10	MANIPULATIVE SKILLS	FITNESS PROGRAMME,
11	MANIPULATIVE SKILLS	HEALTHY DIET,
12	MANIPULATIVE SKILLS	SAFETY AND INJURIES,
13		
14	Manipulative skills	SUBSTANCES/DRUGS
15	Manipulative skills	SUBSTANCES/DRUGS
16	Rhythmic skills	SELF-RESPONSIBILITY,
17	Rhythmic skills	SOCIAL INTERACTION,
18	Rhythmic skills	GROUP DYNAMICS
19	Space Awareness,	CRITICAL THINKING
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(SOL) for B2 SEMESTER 1 ENGLISH LANGUAGE

WEEKS	VEEKS STRAND SUB STRAND		CONTENT	INDICATORS	RESOURCES
1	Dooding	Dhanias	STANDARD	B2.2.2.1.1	Word cards
		Phonics Department / Handwriting	B2.2.2.1. B2.4.2.1.	B2.4.2.1.1	sentence cards,
	Writing	Penmanship/ Handwriting	B2.4.2.1. B2.5.1.1.	B2.4.2.1.1 B2.5.1.1.1	class library
Using Writing Conventions		Using Capitalisation	B2.5.1.1.	B2.5.1.1.1	Class libi al y
		Duilding The Leve and	B2.6.1.1.	B2.6.1.1.1	
	Extensive	Building The Love and	B2.0.1.1.	82.6.1.1.1	
2	Reading	Culture of Reading	D2 4 4 4	D2 4 4 4 4	Mand sands
2	Oral Language	Songs	B2.1.1.1.	B2.1.1.1.1	Word cards
	Reading	Phonics	B2.2.2.1.	B2.2.2.1.1	sentence cards,
	Writing	Penmanship/ Handwriting	B2.4.2.1.	B2.4.2.1.1	class library
	Using Writing Conventions	Using Capitalisation	B2.5.1.1.	B2.5.1.1.1	
	Extensive	Building The Love and	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture of Reading			
3	Oral Language	Rhymes	B2.1.2.1.	B2.1.2.1.1	Word cards
	Reading	Word Families-Rhyming	B2.2.3.1.	B2.2.3.1.1	sentence cards,
	_	Endings and Common			class library
		Digraph	<i></i>		
	Writing	Writing Letters – Small and Capital	B2.4.3.1.	B2.4.3.1.1	
	Using Writing Conventions	Using Capitalisation	B2.5.1.1.	B2.5.1.1.1	
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
4	Oral Language	Story Telling	B2.1.4.1.	B2.1.4.1.1	Word cards
	Reading	Word Families-Rhyming Endings and Common Digraph	B2.2.3.1.	B2.2.3.1.1	sentence cards, class library
	Writing	Writing Letters – Small and Capital	B2.4.3.1.	B2.4.3.1.1	
	Using Writing Using Punctuation Conventions		B2.5.2.1.	B2.5.2.1.1	
	Extensive	Building The Love and	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture of Reading			
5	Oral Language	Dramatisation and Role Play	B2.1.5.1.	B2.1.5.1.1	Word cards
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.1	sentence cards,
	Writing	Labelling Items	B2.4.4.1.	B2.4.4.1.1	class library
	Using Writing Conventions	Using Punctuation	B2.5.2.1.	B2.5.2.1.1	
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	

6	APP ONLY 0245350591 Oral Language	Dramatisation and Role Play	B2.1.5.1.	B2.1.5.1.1	Word cards
U			B2.2.6.1.	B2.2.6.1.2	sentence cards,
	,		B2.4.4.1.	B2.4.4.1.1	class library
	Using Writing	Using Punctuation	B2.5.2.1.	B2.5.2.1.1	_ class library
	Conventions	Osing Functuation	D2.3.2.1.	D2.3.2.1.1	
	Extensive	Building The Love and	B2.6.1.1.	B2.6.1.1.1	-
	Reading	Culture of Reading	D2.0.1.1.	D2.0.1.1.1	
7	Oral Language Conversation		B2.1.6.1.	B2.1.6.1.1	Word cards
'	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.2	sentence cards,
	Writing	Writing Simple Words and	B2.4.5.1.	B2.4.5.1.1	class library
	vviitiiig	Sentences	D2.4.J.1.	D2.4.J.1.1	ciass iibrar y
	Using Writing Conventions	Using Action Words	B2.5.4.1.	B2.5.4.1.1	
	Extensive	Building The Love and	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture of Reading	D2.0.1.1.	52.0.1.1.1	
8	Oral Language	Conversation	B2.1.6.1.	B2.1.6.1.2	Word cards
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.1	sentence cards,
	Writing	Writing Simple Words and	B2.4.5.1.	B2.4.5.1.1	class library
	vviiting	Sentences	DZ.4.3.1.	D2.4.5.1.1	
	Using Writing	Using Action Words	B2.5.4.1.	B2.5.4.1.1	
	Conventions				
	Extensive	Building The Love and	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture of Reading			
9	Oral Language	Conversation	B2.1.6.1.	B2.1.6.1.2	Word cards
	Reading	Comprehension	B2.2.7.1	B2.2.7.1.2.	sentence cards,
	Writing	Controlled Writing	B2.4.7.1.	B2.4.7.1.1	class library
	Using Writing	Using Action Words	B2.5.4.1.	B2.5.4.1.1	
	Conventions				
	Extensive	Building The Love and	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture of Reading			
10	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.1	Word cards
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.2.	sentence cards,
	Writing	Controlled Writing	B2.4.7.1.	B2.4.7.1.1	class library
	Using Writing Conventions	Using Adjectives	B2.5.5.1.	B2.5.5.1.1	
		I Ruilding The Love and	D 2 6 1 1	P7 6 1 1 1	
L	Extensive Reading	Building The Love and	B2.6.1.1.	B2.6.1.1.1	
11	Reading	Culture of Reading			Word cards
11	Reading Oral Language	Culture of Reading Listening Comprehension	B2.1.7.1.	B2.1.7.1.2	Word cards
11	Reading Oral Language Reading	Culture of Reading Listening Comprehension Comprehension	B2.1.7.1. B2.2.7.1.	B2.1.7.1.2 B2.2.7.1.3	sentence cards,
11	Reading Oral Language Reading Writing	Culture of Reading Listening Comprehension Comprehension Controlled Writing	B2.1.7.1. B2.2.7.1. B2.4.7.1.	B2.1.7.1.2 B2.2.7.1.3 B2.4.7.1.1	-
11	Reading Oral Language Reading Writing Using Writing	Culture of Reading Listening Comprehension Comprehension	B2.1.7.1. B2.2.7.1.	B2.1.7.1.2 B2.2.7.1.3	sentence cards,
11	Reading Oral Language Reading Writing Using Writing Conventions	Culture of Reading Listening Comprehension Comprehension Controlled Writing Using Adjectives	B2.1.7.1. B2.2.7.1. B2.4.7.1. B2.5.5.1.	B2.1.7.1.2 B2.2.7.1.3 B2.4.7.1.1 B2.5.5.1.1	sentence cards,
11	Reading Oral Language Reading Writing Using Writing Conventions Extensive	Culture of Reading Listening Comprehension Comprehension Controlled Writing Using Adjectives Building The Love and	B2.1.7.1. B2.2.7.1. B2.4.7.1.	B2.1.7.1.2 B2.2.7.1.3 B2.4.7.1.1	sentence cards,
	Reading Oral Language Reading Writing Using Writing Conventions Extensive Reading	Culture of Reading Listening Comprehension Comprehension Controlled Writing Using Adjectives Building The Love and Culture of Reading	B2.1.7.1. B2.2.7.1. B2.4.7.1. B2.5.5.1. B2.6.1.1.	B2.1.7.1.2 B2.2.7.1.3 B2.4.7.1.1 B2.5.5.1.1 B2.6.1.1.1	sentence cards, class library
11	Reading Oral Language Reading Writing Using Writing Conventions Extensive	Culture of Reading Listening Comprehension Comprehension Controlled Writing Using Adjectives Building The Love and	B2.1.7.1. B2.2.7.1. B2.4.7.1. B2.5.5.1.	B2.1.7.1.2 B2.2.7.1.3 B2.4.7.1.1 B2.5.5.1.1	sentence cards,

	Writing	Controlled Writing	B2.4.7.1.	B2.4.7.1.1	sentence cards,
	Using Writing Conventions	Using Adjectives	B2.5.5.1.	B2.5.5.1.1	class library
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	-
					Word cards
13					sentence cards, class library
	Reading	Phonics	B2.2.2.1.	B2.2.2.1.2.	Word cards
14	Writing	Writing Letters – Small and Capital	B2.4.3.1	B2.4.3.1.2.	sentence cards, class library
14	Using Writing Conventions	Using Capitalisation	B2.5.1.1	B2.5.1.1.2.	
	Extensive	Building The Love and	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture of Reading			
	Oral Language	Story Telling	B2.1.4.1.	B2.1.4.1.2	Word cards
	Reading	Phonics	B2.2.2.1	B2.2.2.1.2.	sentence cards,
4-	Writing	Writing Letters – Small and Capital	B2.4.3.1	B2.4.3.1.2.	class library
15	Using Writing Conventions	Using Capitalisation	B2.5.1.1	B2.5.1.1.2.	_
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	-
	Oral Language	Conversation	B2.1.6.1.	B2.1.6.1.3	Word cards
	Reading	Word Families-Rhyming Endings and Common Digraphs	B2.2.3.1.	B2.2.3.1.2	sentence cards, class library
16	Writing	Writing Simple Words and Sentences	B2.4.5.1	B2.4.5.1.2.	
	Using Writing Conventions	Using Capitalisation	B2.5.1.1	B2.5.1.1.2.	_
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
	Oral Language	Conversation	B2.1.6.1	B2.1.6.1.4.	Word cards
	Reading	Word Families-Rhyming Endings and Common Digraphs	B2.2.3.1.	B2.2.3.1.2	sentence cards, class library
17	Writing	Writing Simple Words and Sentences	B2.4.5.1	B2.4.5.1.2.	
	Using Writing Conventions	Using Capitalisation	B2.5.1.1	B2.5.1.1.2.	
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	

	Oral Language	listening Comprehension	B2.1.7.1	B2.1.7.1.3.	Word cards
	Reading	Vocabulary	B2.2.6.1	B2.2.6.1.2.	sentence cards,
	Writing	Controlled Writing	B2.4.7.1	B2.4.7.1.2.	class library
18	Using Writing	Using Simple Preposition	B2.5.7.1.	B2.5.7.1.2	
	Conventions				
	Extensive	Building The Love and	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture of Reading			
	Oral Language	listening Comprehension	B2.1.7.1	B2.1.7.1.3.	Word cards
	Reading	Vocabulary	B2.2.6.1	B2.2.6.1.2.	sentence cards,
	Writing	Controlled Writing	B2.4.7.1	B2.4.7.1.2.	class library
19	Using Writing	Using Simple Preposition	B2.5.7.1.	B2.5.7.1.2	
	Conventions				
	Extensive	Building The Love and	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture of Reading			
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(SOL) for B2 SEMESTER 1 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	A map of Ghana, Posters, documentary
2	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	A map of Ghana, Posters, documentary
3	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	A map of Ghana, Posters, documentary
4	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	A map of Ghana, Posters, documentary
5	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	A map of Ghana, Posters, documentary
6	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	A map of Ghana, Posters, documentary
7	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters, documentary
8	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters, documentary
9	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters, documentary
10	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters, documentary

11	My Country	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters,
	Ghana				documentary
12	My Country Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters, documentary
13					
14	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	Posters, documentary
15	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	Posters, documentary
16	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	Posters, documentary
17	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	Posters, documentary
18	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	Posters, documentary

19	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	Posters, documentary
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(SOL) for B2 SEMESTER 1 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B2.1.1.1.	B2.1.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B2.1.1.2.	B2.1.1.2.1	pictures videos paper,
3	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B2.1.1.2	B2.1.1.2.2	Plants and animals in the environment, plastics, stones, pictures videos paper,
4	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B2.1.1.2	B2.1.1.2.2	Plants and animals in the environment, plastics, stones, pictures videos paper,
5	DIVERSITY OF MATTER	MATERIALS	B2.1.2.1.	B2.1.2.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
6	DIVERSITY OF MATTER	MATERIALS	B2.1.2.2.	B2.1.2.2.1	pictures videos paper
7	DIVERSITY OF MATTER	MATERIALS	B2.1.2.3.	B2.1.2.3.1	
8	DIVERSITY OF MATTER	MATERIALS	B2.1.2.3.	B2.1.2.3.1	
9	DIVERSITY OF MATTER	EARTH SCIENCE	B2. 2.1.1.	B2. 2.1.1.1	
10	CYCLES	EARTH SCIENCE	B2.2.1.2.	B2.2.1.2.1	
11	CYCLES	EARTH SCIENCE	B2.2.1.4.	B2.2.1.4.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
12	CYCLES	EARTH SCIENCE	B2.2.1.4.	B2.2.1.4.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
13					Plants and animals in the environment, plastics, stones, pictures videos paper,

14	CYCLES	EARTH SCIENCE	B2.2.1.4.	B2.2.1.4.1	Plants and animals in the
					environment, plastics, stones,
					pictures videos paper,
15	CYCLES	EARTH SCIENCE	B2.2.1.4.	B2.2.1.4.2	Plants and animals in the
					environment, plastics, stones,
					pictures videos paper,
16	CYCLES	THE HUMAN	B2.3.1.1.	B2.3.1.1.1	Plants and animals in the
		BODY SYSTEMS			environment, plastics, stones,
					pictures videos paper,
17	CYCLES	THE HUMAN	B2.3.1.1.	B2.3.1.1.1	Plants and animals in the
		BODY SYSTEMS			environment, plastics, stones,
					pictures videos paper,
18	CYCLES	SOLAR SYSTEM	B2.3.2.1.	B2.3.2.1.1	Plants and animals in the
					environment, plastics, stones,
					pictures videos paper,
19	FORCES AND	SOURCES AND	B2.4.1.1.	B2.4.1.1.1	Plants and animals in the
	ENERGY	FORMS OF			environment, plastics, stones,
		ENERGY		11	pictures videos paper,
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(SOL) for B2 SEMESTER 1 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.1.1.	B2.1.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.1.1.	B2.1.1.1.1	
3	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.1.1.	B2.1.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
4	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.1.1.	B2.1.1.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
5	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.1.1.	B2.1.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
6	Number	Fractions	B2.1.3.1.	B2.1.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Number	Fractions	B2.1.3.1.	B2.1.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	Number	Money	B2.1.4.1.	B2.1.4.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
9	ALGEBRA	Patterns and Relationships	B2.2.1.1.	B2.2.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
10	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B2.3.1.1.	B2.3.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
11	GEOMETRY AND MEASUREMENT	Position/ Transformation	B2.3.2.1. B2.3.3.1.	B2.3.2.1.1: B2.3.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

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12	GEOMETRY AND MEASUREMENT	Position/ Transformation	B2.3.2.1. B2.3.3.1.	B2.3.2.1.1: B2.3.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
13					
14	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.1.1.	B2.1.1.1.5	Counters, bundle and loose straws, Paper strips, Cut out cards
15	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.1.1.	B2.1.1.1.5	Counters, bundle and loose straws, Paper strips, Cut out cards
16	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.1.1.	B2.1.1.1.6	Counters, bundle and loose straws, Paper strips, Cut out cards
17	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.2,1.	B2.1.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
18	NUMBER	Counting, Representation, Cardinality & Ordinality	B2.1.2.2.	B2.1.2.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards
19	Number	Fractions	B2.1.3.1.	B2.1.3.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
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(SOL) for B2 SEMESTER 1 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL ABOUT US	Nature of God	B2.1.1.1.	B2.1.1.1.1.	Pictures, Charts, Video Clip
2	ALL ABOUT US	Myself	B2.1.2.1	B2.1.2.1.1.	Pictures, Charts, Video Clip
3	ALL ABOUT US	My Family and the Community	B2.1.3.1.	B2.1.3.1.1	Pictures, Charts, Video Clip
4	ALL ABOUT US	My Family and the Community	B2.1.3.1.	B2.1.3.1.1	Pictures, Charts, Video Clip
5	ALL ABOUT US	Home and School	B2.1.4.1	B2.1.4.1.1.	Pictures, Charts, Video Clip
6	ALL AROUND US	The Environment and the Weather	B2.2.1.1	B2.2.1.1.1.	Pictures, Charts, Video Clip
7	ALL AROUND US	The Environment and the Weather	B2.2.1.2	B2.2.1.2.1.	Pictures, Charts, Video Clip
8	ALL AROUND US	The Environment and the Weather	B2.2.1.2	B2.2.1.2.1.	Pictures, Charts, Video Clip
9	ALL ABOUT US	Plants and Animals	B2.2.2.1.	B2.2.2.1.1	Pictures, Charts, Video Clip
10	ALL ABOUT US	Plants and Animals	B2.2.2.1.	B2.2.2.1.1	Pictures, Charts, Video Clip
11	ALL ABOUT US	Plants and Animals	B2.2.2.1.	B2.2.2.1.1	Pictures, Charts, Video Clip
12	ALL ABOUT US	Plants and Animals	B2.2.2.1.	B2.2.2.1.1	Pictures, Charts, Video Clip
13					
14	ALL ABOUT US	Plants and Animals	B2.2.2.1.	B2.2.2.1.2	
15	ALL AROUND US	Map Making and Land Marks	2.2.3.1.	2.2.3.1. 1.	
16	ALL AROUND US	Population and Settlement	B2.2.4.1.	B2.2.4.1. 1.	
17	ALL AROUND US	Population and Settlement	B2.2.4.1.	B2.2.4.1. 1.	
18	OUR BELIEFS AND VALUES	Worship	B2.3.1.1.	B2.3.1.1.1	
19	OUR BELIEFS AND VALUES	Festivals	B2.3.2.1.	B2.3.2.1. 1	
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(SOL) for B2 SEMESTER 1 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR, SKILLS	B2.1.1.1.	B2.1.1.1:	Balls, Videos and Picture,
2	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR, SKILLS	B2.1.1.1.:	B2.1.1.1.2:	Drums, Speakers
3	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR, SKILLS	B2.1.1.1.	B2.1.1.1.3	Balls, Videos and Picture,
4	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B2.1.2.1.	B2.1.2.1.1	Drums, Speakers
5	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B2.1.2.1.	B2.1.2.1.2	Balls, Videos and Picture,
6	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B2.1.2.1	B2.1.2.1.3	Drums, Speakers
7	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B2.1.2.1.	B2.1.2.1.4	Balls, Videos and Picture,
8	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B2.1.2.1.	B2.1.2.1.5	Drums, Speakers
9	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B2.1.2.1.	B2.1.2.1.6	Balls, Videos and Picture, Drums, Speakers
10	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B2.1.2.1.	B2.1.2.1.7	Balls, Videos and Picture, Drums, Speakers
11	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B2.1.2.1.	B2.1.2.1.8	Videos and Picture, Drums
12	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B2.1.2.1.	B2.1.2.1.9	Videos and Picture, Drums
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14	Motor Skills and Movement Pattern	Manipulative skills	B2.1.2.1.	B2.1.2.1.10	Videos and Picture, Drums
15	Motor Skills and Movement Pattern	Manipulative skills	B2.1.2.1.	B2.1.2.1.11	Videos and Picture, Drums
16	Motor Skills and Movement Pattern	Rhythmic skills	B2.1.3.1.	B2.1.3.1.1	Videos and Picture, Drums
17	Motor Skills and Movement Pattern	Rhythmic skills	B2.1.3.1.	B2.1.3.1.2	Videos and Picture, Drums

18	Motor Skills and	Rhythmic skills	B2.2.1.3	B2.1.3.1.3	Videos and
	Movement Pattern				Picture,
					Drums
19	Movement Concepts,	Space Awareness,	B2.2.1.2.	B2.2.1.2.1:	Videos and
	Principles and Strategies				Picture,
					Drums
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(SOL) for B2 SEMESTER 1 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring	B2 1.1.1.	B2 1.1.1.1	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring	B2 2.1.1.	B2 2.1.1.1	-do-
3	Visual arts	Planning, Making and Composing	B2 1.2.2.	B2 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing	B2.2.2.2.	B2.2.2.1	-do-
5	Visual arts	Planning, Making and Composing	B2 1.2.3.	B2 1.2.3.1	-do-
6	Performing arts	Planning, Making and Composing	B2 2.2.3.	B2 2.2.3.1	-do-
7	Visual arts	Displaying and Sharing	B2 1.3.5.	B2 1.3.4.1	-do-
8	Performing arts	Displaying and Sharing	B2 2.3.5.	B2 2.3.4.2	-do-
9	Visual and Performing Arts	Displaying and Sharing	B2 1.4.6. B2 2.4.6.	B2 1.3.4.2 B2 2.3.5.1	-do-
10	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B2 1.4.7. B2 2.4.7.	B2 1.3.5.1 B2 2.4.7.2	-do-
11	Performing Arts	Appreciating and Appraising	B2 2.3.4.	B2 1.4.6.2 B2 2.4.6.2	-do-
12	Visual and Performing Arts	Appreciating and Appraising	B2.1.4.7. B2.2.4.7.	B2 1.4.6.2 B2 2.4.6.2	-do-
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14	Visual arts	Thinking and exploring	B2 1.1.1.	B2 1.1.1.2	-do-

		(Visual Arts)			
15	Performing arts	Thinking and exploring (Performing Arts)	B2 2.1.1.	B2 2.1.1.2	-do-
16	Visual arts	Planning, Making and Composing (Visual Arts)	B2 1.2.2.	B2 1.2.2.2	-do-
17	Performing arts	Planning, Making and Composing (Performing Arts)	B2.2.2.2.	B2.2.2.2.2	-do-
18	Visual arts	Planning, Making and Composing	B2 1.2.3.	B2 1.2.3.2	-do-
19	Performing arts	Planning, Making and Composing	B2 2.2.3.	B2 2.2.3.3	-do-
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FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B2 SEMESTER 1 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	God, His Creation and Attributes	God the Creator	B2.1.1.1.	B2.1.1.1.1	wall charts, wall words, posters, video clip, etc
2	God, His Creation and Attributes	God the Creator	B2.1.1.1.	B2.1.1.1.1	wall charts, wall words, posters, video clip, etc
3	God, His Creation and Attributes	The Environment	B2.1.2.1.:	B2.1.2.1.1:	wall charts, wall words, posters, video clip, etc
4	God, His Creation and Attributes	The Environment	B2.1.2.1.:	B2.1.2.1.1:	wall charts, wall words, posters, video clip, etc
5	God, His Creation and Attributes	The Environment	B2. 1.2.12	B2. 1.2.1.2	wall charts, wall words, posters, video clip, etc
6	God, His Creation and Attributes	The Environment	B2. 1.2.1	B2. 1.2.1.2	wall charts, wall words, posters, video clip, etc
7	God, His Creation and Attributes	The Environment	B2. 1.2.1	B2. 1.2.1.2	wall charts, wall words, posters, video clip, etc
8	God, His Creation and Attributes	The Environment	B2. 1.2.1.	B2. 1.2.1.2	wall charts, wall words, posters, video clip, etc
9	God, His Creation and Attributes	Purpose of God's Creation	B2.1.3.1.	B2.1.3.1.1	wall charts, wall words, posters, video clip, etc
10	God, His Creation and Attributes	Purpose of God's Creation	B2.1.3.1.	B2.1.3.1.1	wall charts, wall words, posters, video clip, etc
11	God, His Creation and Attributes	Purpose of God's Creation	B2.1.3.1.	B2.1.3.1.1	wall charts, wall words, posters, video clip, etc
12	God, His Creation and Attributes	Purpose of God's Creation	B2.1.3.1	B2.1.3.1.1	wall charts, wall words, posters, video clip, etc
13	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B2.2.1.1.	B2.2.1.1.1	

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	Religious practices	Religious Worship,	B2 2.1.1.	B2 2.1.1.1	
	and their moral	Prayer and other			
	implications	Religious Practices			
16	Religious practices	Religious Worship,	B2 2.1.1.	B2 2.1.1.2	
	and their moral	Prayer and other			
	implications	Religious Practices			
17	Religious practices	Festivals in the Three	B2 2.1.1.	B2 2.1.1.2	
	and their moral	Major Religions			
	implications				
18	Religious practices	Festivals in the Three	B2.2.2.1.	B2.2.2.1.1	
	and their moral	Major Religions			
	implications				
19	Religious practices	Festivals in the Three	B2.2.2.1.	B2.2.2.1.1	
	and their moral	Major Religions			
	implications				
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FIRST SEMESTER SCHEME OF LEARNING

Scheme of Learning GHANAIAN LANGUAGE for P2 SEMESTER 1

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Songs	B2.1.1.1 B2.1.1.1. B2.1.1.1.	B2.1.1.1.1 B2.1.1.1.2 B2.1.1.1.3	Drums, drum sticks, recorded audios,
2.	Oral Language	Rhymes	B2.1.2.1. B2.1.2.1.	B2.1.2.1.1 B2.1.2.1.2	Manila cards, recorded audio visuals
		Listening and Story Telling	B2.1.4.1.	B2.1.4.1.1	
3.	Oral Language	Listening and Story Telling Dramatisation and Role Play	B2.1.4.1. B2.1.4.1. B2.1.5.1.	B2.1.4.1.2 B2.1.4.1.3 B2.1.5.1.1	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Phonological and Phonemic Awareness Phonics (Blend and Connect Sounds)	B2.2.3.1. B2.2.4.1.	B2.2.3.1.1 B2.2.4.1.1	Manila cards, markers, recorded audio- visual
5.	Reading	Phonics (Blend and Connect Sounds)	B2.2.4.1. B2.2.4.1.	B2.2.4.1.2 B2.2.4.1.3	Manila cards, markers, recorded audio- visual
6.	Reading	Phonics (Blend and Connect Sounds)	B2.2.4.2. B2.2.4.2.	B2.2.4.2.1 B2.2.4.2.2	Manila Cards, Class reader
7.	Writing	Penmanship/Handwriting	B2.3.1.1.	B2.3.1.1.1	Manila Cards, Markers
8.	Writing	Penmanship/Handwriting	B2.3.1.1.	B2.3.1.1.2	Word cards, Manila card Markers Word cards Manila card Markers
9.	Writing	Penmanship/Handwriting	B2.3.1.1.	B2.3.1.1.3	Word cards, Manila card Markers Word Cards, Manila card,

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10.	Writing	Integrating Grammar in	B2.5.1.1.	B2.5.1.1.1	Word cards, Manila card
	Convention s/	Written Language	B2.5.1.1.	B2.5.1.1.2	Caru
	Usage	(Capitalization)	B2.5.1.1.	B2.5.1.1.3	Markers Word
					Cards, Manila card,
11.	Writing	Integrating Grammar in	B2.5.2.1.	B2.5.2.1.1	Reading materials
	Convention s/	Written Language			
	Usage	(Punctuation)			
		Integrating Grammar in			
		Written Language (Use of	B2.5.3.1.	B2.5.3.1.1	
		Action Words)			
12.	Extensive	Read Aloud With Children	B1.6.1.1.	B1.6.1.1.1	Manila Cards,
	Reading/				Markers
	Children				
	Library				
			, DI		
13					
)-		
14	Oral	Conversation	B2.1.6.1.	B2.1.6.1.1	Word cards, Manila
	Language		B2.1.6.1.	B2.1.6.1.2	card
			B2.1.7.1.	B2.1.7.1.1	Markers Word
					Cards, Manila card,
		9K			
15	Oral	Talking about Oneself, Family,	B2.1.7.1.	B2.1.7.1.2	Word cards, Manila
	Language	People and Places	B2.1.7.1.	B2.1.7.1.3	card
			B2.1.7.1.	B2.1.7.1.4	Markers Word
					Cards, Manila card,
16	Oral .	Listening Comprehension/	B2.1.8.1.	B2.1.8.1.1	Word cards, Manila
	Language	Asking and Answering	B2.1.8.1.	B2.1.8.1.2	card
		Questions	B2.1.9.1.	B2.1.9.1.1	Markers Word
					Cards, Manila card,

17	Reading	Phonics (Blend and Connect	B2.2.4.2.	B2.2.4.2.3	Word cards, Manila
		Sounds)	B2.2.4.2.	B2.2.4.2.4	card
					Markers Word
					Cards, Manila card,
18	Reading	Vocabulary	B2.2.5.1.	B2.2.5.1.1	Word cards, Manila
			B2.2.5.1.	B2.2.5.1.2	card
					Markers Word
					Cards, Manila card,
19	Reading	Vocabulary	B2.2.5.1.	B2.2.5.1.3	Word cards, Manila
		,	B2.2.6.1.	B2.2.6.1.1	card
			52.2.0.2.	52.2.0.1.1	Markers Word
					Cards, Manila card,
)	
20					
21					

Vetted by : Signatu	re: Date :
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SEMESTER ONE BASIC TWO WEEK 1

MANA FILIFICATION OF THE SCHOOL OF THE SCHOO



WEEK ONE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending: 21st January, 2022			Class size:
Day:		Date	:
Monday, 60 minutes		17th	January, 2022
Tuesday, 60 minutes		18th	January, 2022
Wednesday, 60 minutes		19th	January, 2022
Thursday, 60 minutes		20th	January, 2022
Friday, 60 minutes		21st	January, 2022
Period :		Lesso	on:
2		1 of 2	1
2		1 of 2	1
2		1 of 2	
2		1 of (
2		1 of :	
Strand :		Sub-strand	;
A. Reading		A. Phoi	nics
B. Writing		B. Peni	manship/ Handwriting
C. Using Writing Conventions		C. Usin	g Capitalisation
D. Extensive Reading		D. Build	ding The Love and Culture of Reading
Indicator (code)	B2.2.	2.1.1 E	32.4.2.1.1 B2.5.1.1.1.
			32.6.1.1.1
Content standard (code)	B2.2.	2.1. E	32.4.2.1. B2.5.1.1.
7	7,	E	32.6.1.1
Performance Indicator			n blend syllables to produce words
19.			in copy sentences clearly
	C.		an use capital letter to write names of
		•	places and days of the week
	D		an read a variety of age and level-
			e books and texts from print and non-print
-			d Collaboration Personal Development
and Leadership Critical Thinking ar	nd Problem Solving		
Keywords			
,			
T. L .R. (s)	Word	L cards, sente	nce cards, letter cards, handwriting on a
		la card and a	•
Ref:	English Language		•
	003-6		J

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including	Plenary / Reflections
	(preparing the brain	assessment)	
	for learning)	·	
Tuesday	Cover Up	B.READING	What new things have you
,		 Introduce the lesson 	learned today?
	Learners in	with a recital that links	
	convenient groups.	the letters of the	Learning progress voting:
		alphabet.	Ask learners to show by their
	1. Write a word on	Have learners work in	fingers of 5 or 3 or 1 as to those
	the board.	pairs, groups or	'who really got it' , 'got some of it
	2. Cover all the	individually to blend	or didn't get it' respectively.
	letters except the first	syllables to form	
	one, beginning from	meaningful words.	Independent Activity/
	the left to the right,	Use word families as a	Homework:
	and ask pupils to make the sound of	guide to help build on the words	
	the letter which is not	the words	
	covered.	Differentiated learning	
	3. Do this until the	Ask stronger learners to	
	sounds of all the	answer some questions	
	individual letters have	first and then let	
	been made by pupils.	learners who are	
	4. Run your finger	struggling	
	under the word for	answer similar	
	pupils to blend the	questions.	
	sounds to read	 Pair up stronger and 	
	5. The pupil who	weaker learners so that	
	blend the sounds to	stronger learners can	
	read wins the game.	help weaker ones.	
		Use the remedial	
	DEBBIEFING	activities as practice for	
	DEBRIEFING What did you like	learners who struggle, and the	
	about the game?	extension activities for	
	What did you dislike	those learners who	
	about the game?	need more of a	
	What must your team	challenge	
	do to win next time?		
		Assessment: let	
		learners blend syllables	
	Share lesson indicator	to produce words	
	and treat key words		
	with learner .		

Wednesday	Writing Chain	C. WRITING	What new things have you
	(Penmanship activity)	 Demonstrate copying 	learned today?
		(sentences) on the	
	Learners in	board.	Learning progress voting:
	convenient groups e.g	 Let learners practise 	Ask learners to show by their
	(Group A & B)	writing legibly and	fingers of 5 or 3 or 1 as to those
	observe/ perceive a	correctly on the board	'who really got it', 'got some of it'
	card with an	or into their books.	or didn't get it' respectively.
	inscription (a pattern	 Have learners copy 	
	or a letter)	sentences from a book	Independent Activity/
		into their books.	Homework:
	When signaled, the	 Draw attention to 	
	first learner in each	inter and intra word	
	Group passes the card	spacing and alignment	
	to the next group	of letters, as well as	
	member and at the	clarity or writing.	
	same time writes or		<i>O</i> ,
	draws the same	Differentiated learning	
	pattern on a sheet.	Ask stronger learners to	
	They all do the card	answer some questions	
	passing and drawing	first and then let	
	in turns.	learners who are	
	When the last	struggling	
	member finishes in	answer similar	
	each group, he/she	questions.	
	shouts 'Bingo!'	Pair up stronger and	
	DEDDIFFING.	weaker learners so that	
	DEBRIEFING:	stronger learners can	
	How did you help	help weaker ones.	
	your team to win the	Use the remedial	
	game?	activities as practice for learners	
	What objects in the		
	What objects in the classroom look like	who struggle, and the extension activities for	
		those learners who	
	the strokes you traced?	need more of a	
	traceu:	challenge	
	Share lesson indicator	Challenge	
	and treat key words	Assessment: let	
	with learner.	learners copy sentences	
	with learner.	clearly	
Thursday	Look-Say-Cover-	D.WRITING	What new things have you
	Write-Check	CONVENTIONS AND GRAMMAR USAGE	learned today?

Learners in convenient groups.

- 1. Put word cards on the table/floor/in a bowl.
- 2. A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board.
- 3. S/he then picks the card and shows it to the class.
- 4. The class checks to see if the pupil's word is correct.
- 5. The pupil with the correct number of words wins the game.

DEBRIEFING
What did you like
about the game?
What did you dislike
about the game?
What must your team
do to win next time?

Share lesson indicator and treat key words with learner.

- Provide a sample text and have learners identify names of particular places and days of the week.
- Have them compare the initial letters of these names and other common names and share their observations with the class.
- Give learners a text with names of particular places and days of the week, beginning with small letters. Let learners rewrite the text, beginning the names of particular places and days of the week, with capital letters.

Assessment: let learners use capital letter to write names of particular places and days of the week Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Friday

Cover Up

Learners in convenient groups.

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from

E.EXTENSIVE READING
Use the Author's chair
to introduce the
reading/ library time.

• Have a variety of age and level-appropriate books for learners to make a choice. What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

the left to the right, and ask pupils to make the sound of the letter which is not covered.

- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game.

Assessment
What did you like
about the game?
What did you dislike
about the game?
What must your team
do to win next time?

Share lesson indicator and treat key words with learner.

- Introduce narratives, pop-up and flip-thepage texts to learners.
- Introduce e-books to learners, if available.
- For each reading session, guide learners to select books.

Assessment: let learners read a variety of age and levelappropriate books and texts from print

 Vetted by :......
 Date :

WEEK ONE: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending: 21st January, 2022					Class si	ize:	
Day:				Date :	Date:		
Monday, 60 m	inutes			17th J	17th January, 2022		
Tuesday, 60 m	inutes			18th J	18th January, 2022		
Wednesday, 60	0 minutes			19th J	anuary, 2	022	
Thursday, 60 n	ninutes			20th J	20th January, 2022		
Friday, 60 minutes				21st Ja	anuary, 20	022	
Period :				Lessor	า :		
2				1 of 5			
2				2 of 5	\mathcal{C}^{X}		
2				3 of 5	2		
2				4 of 5			
2				5 of 5			
Strand: NUMBI	ER			Sub-strand : Co	ounting, F	Representation, Cardinality &	
				Ordinality			
Indicator (code)		B2.1.1.1	.1			
Content standa	rd (code)		B2.1.1.1	B2.1.1.1.			
Performance In	dicator		Learners can use number names, counting sequences and how				
			to count to find out "how many?"				
_	•		on Communication and Collaboration Personal Development				
and Leadership	Critical Thinking	g and Problem	n Solving.				
Vornando		101	Numba	r +on+ nnh	or nama		
Keywords			Number, twenty, number name				
T. L .R. (s)			Numeral cards 0-20, number-name cards one to twenty.				
			straws, bottle caps, bundles of tens, multibase block				
Ref:		Mathematic	s curricul	um Page			
DAY	Phase 1:		Phase 2	: Main		Phase 3:	
	Starter		(new learning including			Plenary / Reflections	
			assessment)				
	for learning)						
Tuesday		Skip cou	unt forwards and	d	What new things have you		
1. Learners write numbers		backwa	rds to and from	1000	learned today?		
	on a ball using	•	respect	ively by 2s, 5s ar	nd 10s,	Loorning progress water as	
	2. Learners both		starting	at 0 or at multi	ples of	Learning progress voting: Ask learners to show by	
	Throw the ball	to other	2, 5, 10	, 50 and 100; Ide	entify	7.5K ICAITICIS to SHOW by	

learners and have them mention the number they see first.

3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.

DEBRIEFING

- 1. How did you find the game?
- 2. How difficult/easy was it adding your number to your friends number?3. What were some of the numbers you heard your friends calling out?

Share lesson indicator and treat key words with learner

and correct errors or omissions in counting or skip counting sequences

Differentiated Lessons Low Ability Learners

learners.
Working in pairs, one of the two puts some caps in a container for the other to guess the number inside. Have them count to find

• Give out 30 bottle caps to

High Ability Learners

the actual number.

• Give out 80 seeds to each group. Working in groups, a leader puts some of the seeds in a container. The others guess the number. They finally count to get the actual number. The one who makes a good estimate wins.

their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Wednesday

- Learners write numbers on a ball using a marker.
 Learners bounce or throw the ball to other learners and have them mention the number they see first.
 Learners
- 3. Learners bounces/throw the ball to another learner, who does same by adding the

Skip count forwards and backwards to and from 1000 respectively by 2s, 5s and 10s, starting at 0 or at multiples of 2, 5, 10, 50 and 100; Identify and correct errors or omissions in counting or skip counting sequences

Assessment: have learners to practice with more examples

Differentiated Lessons

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

number he/she sees to Low Ability Learners the number of the first Give out 30 bottle caps to learner. learners. Working in pairs, one of the **DEBRIEFING** two puts some 1. How did you find the caps in a container for the game? other to guess 2. How difficult/easy was the number inside. Have them it adding your number to count to find your friends number? the actual number. 3. What were some of the numbers you heard your **High Ability Learners** friends calling out? • Give out 80 seeds to each group. Working Share lesson indicator in groups, a leader puts some and treat key words with of the learner seeds in a container. The others guess the number. They finally count to get the actual number. The one who makes a good estimate wins. Assessment: have learners to practice with more examples Thursday What new things have you Count by 2s, 5s or 10s, to 1. Learners write numbers learned today? answer "how many?" on a ball using a marker. questions about as many as 2. Learners bounce or Learning progress voting: 100 or 1000 objects throw the ball to other Ask learners to show by learners and have them their fingers of 5 or 3 or 1 as Differentiated Lessons mention the number they to those 'who really got it', Low Ability Learners see first. 'got some of it' or didn't get 3. Learners • Give out 30 bottle caps to it' respectively. bounces/throw the ball to learners. another learner, who Independent Activity/ Working in pairs, one of the Homework: does same by adding the two puts some number he/she sees to caps in a container for the the number of the first other to guess learner. the number inside. Have them **DEBRIEFING** count to find

1. How did you find the the actual number. game? **High Ability Learners** 2. How difficult/easy was • Give out 80 seeds to each it adding your number to group. Working your friends number? in groups, a leader puts some 3. What were some of the of the numbers you heard your friends calling out? seeds in a container. The others guess the number. They finally count Share lesson indicator to get the and treat key words with actual number. The one who learner makes a good estimate wins. Assessment: have learners to practice with more examples Friday Count by 2s, 5s or 10s, to What new things have you 1. Learners write numbers answer "how many?" learned today? on a ball using a marker. questions about as many as 2. Learners bounce or 100 or 1000 objects Learning progress voting: throw the ball to other Ask learners to show by learners and have them **Differentiated Lessons** their fingers of 5 or 3 or 1 as mention the number they Low Ability Learners to those 'who really got it', Give out 30 bottle caps to see first. 'got some of it' or didn't get 3. Learners learners. it' respectively. bounces/throw the ball to Working in pairs, one of the another learner, who Independent Activity/ two puts some does same by adding the Homework: caps in a container for the number he/she sees to other to guess the number of the first the number inside. Have them count to find learner. the actual number. **DEBRIEFING** 1. How did you find the High Ability Learners game? Give out 80 seeds to each group. Working 2. How difficult/easy was in groups, a leader puts some it adding your number to of the your friends number? seeds in a container. The 3. What were some of the others guess numbers you heard your the number. They finally count friends calling out? to get the actual number. The one who makes a good

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	Share lesson indicator	estimate wins.	
	and treat key words with		
	learner	Assessment: have learners to	

practice with more examples

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WEEK ONE : LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Ending:	21st January, 2022				Class	size:
Day:		Date :				
Monday, 60 r	ninutes	17th January, 2022				, 2022
Thursday, 60	minutes	20th January, 2022				
Period :				Lesson	ı :	
2				1 of 2		
2	2			2 of 2		
Strand : DIVER	SITY OF MATTER		Sub-st	rand : l	LIVING	AND NON-LIVING THINGS
					. \	
Indicator (code	e)	B2.1.1	.1.1		K	
Content stand	ard (code)	B2.1.1	.1.	9		
Performance I	ndicator	Learne	ers can	know th	ne bas	ic structure of plants (roots,
		stem,	leaves,	flowers	s)	
Core Compete	ncies: Creativity and Innovation Comm	unicatio	on and	Collabo	ration	Personal Development
and Leadership	o Critical Thinking and Problem Solving.					
Vormondo		ston	Looves	flourer	o Dlan	.+.
Keywords		stem, Leaves, flowers, Plants				
T. L .R. (s)		uprooted young shrubs and grasses. Videos or				
Def	Caiolina di Misulu	pictures of different plants.				
Ref:	Science curriculu	III Page	3			
DAY	Phase 1:	Dhaco	2: Mair	<u> </u>		Phase 3:
DAT	Starter			ıı g includi	ina	Plenary / Reflections
	(preparing the brain	•	_	3 illiciuu	"'g	rienary / Nenections
	for learning)	assessment)				
Thursday	Play the HOT SEAT game using the	Ohsen	ve pictu	ires or		What new things have
Indisday	key words.		a video			you learned today?
	Select a learner to sit facing the	different plants.				
	other learners with their back to					Learning progress voting:
	the board where you write the	Ask learners to show b				•
	keywords for learners to describe what the word means or does and		from s	=	.6	their fingers of 5 or 3 or 1
	the learner in the HOT SEAT has to	·		with th	ne	as to those 'who really got it', 'got some of it' or
guess what the word is. Repeat for			_	the tea		didn't get it' respectively.
		and bring them to class.				
			_	amine t		Independent Activity/
			in grou			Homework:
	DEBRIEFING:	-	_	asic pai	rts	
		L	,			

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

(roots, stem, leaves and flowers).

- Learners describe the basic physical features of plants (roots, stem and leaves and flowers)
- Teacher asks learners some questions:
- 1) Which part of the plant is hidden in the soil?
- 2) Which part of the plant was seen above the soil?

Differentiated learning
Ask stronger learners to
answer some questions
first and then let
learners who are
struggling
answer similar
questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners identify the basic parts of plants

hattal.	bv :	Signature:	Date:

WEEK ONE: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Ending: 21st January, 2022			Class size:		
Day:		Date :			
Tuesday, 60 m	inutes	18th January, 2022			ry, 2022
Thursday, 60 n	ninutes		2	0th Janua	ry, 2022
Period :			L	esson :	
2			1	of 2	
2	2			of 2	
Strand: ALL AB	OUT US		Sub-str	and : Natu	ire of God
Indicator (code)	B2.1.	1.1.1.	CX	
Content standa	rd (code)	B2.1.	1.1.	CD.	
Performance In	dicator	Learn	ers can	mention	the attributes of God that
		revea	l His nat	ure as Sus	tainer of life
Core Competer	cies: Creativity and Innovation Commu	nicatio	n and Co	llaboratio	n Personal Development
and Leadership	Critical Thinking and Problem Solving.	()			
Keywords		Sustainer, attribute, conscious, freezing, property,			
		reveal, supplier			
T. L .R. (s)		Plants, pictures or videos showing the Sun or rain,			
		charts, computer, projector,			
Ref:	Our World Our Pe	ople (curriculu	m Page	
DAY	Phase 1:	Phase	2: Main]	Phase 3:
	Starter	(new	learning		Plenary / Reflections
	(preparing the brain	includ	ding asse	essment)	
	for learning)				
Tuesday	Play the HOT SEAT game using the	In gro	ups, lear	rners	What new things have you
	key words.	ment	ion the		learned today?
	Select a learner to sit facing the	attrib	utes of G	God as	
	other learners with their back to the	susta	iner of lif	fe:	Learning progress voting:
	board where you write the keywords for learners to describe	i. Give	er of rain	and	Ask learners to show by their fingers of 5 or 3 or 1
	what the word means or does and	sunsh	ine		as to those 'who really got
	the learner in the HOT SEAT has to	ii. The	e One wh	10	it', 'got some of it' or
	guess what the word is. Repeat for	make	s plants	grow	didn't get it' respectively.
	all the key words	iii. Th	e Giver c	of air	
		Learn	ers men	tion	Independent Activity/
		these	attribut	es of	Homework:

God in their local **DEBRIEFING:** •How did you feel during the game? languages •What new words did you learn? •How does it feel to win? Differentiated •What will you do next time to win? learning Ask stronger learners to answer some Share lesson indicator and treat key words with learner questions first and then let learners who are Share lesson indicator and treat key struggling words with learner. answer similar auestions. • Pair up stronger and weaker learners so that stronger learners can help weaker ones. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: Let learners mention the attributes of God Thursday Play the HOT SEAT game using the Learners talk about What new things have you key words. learned today? the attributes of God Select a learner to sit facing the relevant to their daily other learners with their back to the Learning progress voting: lives, e.g. God gives board where you write the Ask learners to show by life, rain and air. keywords for learners to describe their fingers of 5 or 3 or 1 what the word means or does and as to those 'who really got Differentiated the learner in the HOT SEAT has to it', 'got some of it' or guess what the word is. Repeat for learning didn't get it' respectively. all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a

Assessment: Let learners mention the attributes of God

challenge

Independent Activity/ Homework:

/etted by :	Cignatura	Data :
verteu by	 Signature	Date

WEEK ONE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	ng: 21st January, 2022			Class size:			
Day:				Date :			
Friday, 60 i	minutes			21st January, 2022			
Period :				Lesson:			
2				1 of 1			
Strand : MC	Strand: MOTOR SKILL AND MOVEMENT			d: LOCOMOTOR SKILLS			
PATTERNS							
Indicator (co	ode)	B2.1.1.1	l. 1 :				
Content sta	ndard (code)	B2.1.1.1	l.				
Performanc	e Indicator	Learner	s can trave	el (move) in straight, curved,	and zigzag pathways, using		
		the follo	wing loco	motor movements: walking,	running, leaping, jumping,		
		and skip	• •				
•	•			nication and Collaboration F	Personal Development and		
Leadership (Critical Thinking and Pro	blem Solv	ving.	-()-			
Keywords							
Reywords							
T. L .R. (s)		cones					
Ref:	PE curriculum Page	DK					
DAY	Phase 1:	Phase 2	: Main		Phase 3:		
	Starter	(new lea	arning incl	uding assessment)	Plenary / Reflections		
	(preparing the brain						
_	for learning)						
Friday	Learners jog round a		_	gh general and specific	What new things have		
	demarcated area in	'	•	hem to identify the	you learned today?		
	files while singing	•	•	straight, curved, and zigzag.	Learning progress		
	and clapping to		•	vays and guide them to	voting: Ask		
	warm-up the body for maximal		_	Iking, and running, etc. e learners to help others as	learners to show by		
	performance and to			nto the next skill of interest.	their fingers of 5 or 3 or 1 as to those 'who		
	prevent injuries	•		th cool down.	really got it', 'got some		
	prevent injuries	Liid tile	icaadii Wi	ur coor down.	of it' or didn't get it' respectively.		

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			Independent Activity/ Homework:
Vetted by :		Signature:	Date :
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WEEK ONE : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending: 2			Class si	ze:				
Day:				Date:	Date:			
Friday, 60 min	Friday, 60 minutes				21st January, 2022			
Period :				Lesson:				
2				1 of 1				
Strand : God, H	is Creation and At	tributes		Sub-strand : Go	d the Cr	eator		
Indicator (code)		B2.1.1.	1.1				
Content standa	rd (code)		B2.1.1.	1.	. \			
Performance In	dicator			rs can mention a as Sustainer of lif		s of God that reveal His		
Core Competencies: Creativity and Innovation Co and Leadership Critical Thinking and Problem Solv Keywords			ommunication and Collaboration Personal Development ving.					
T. L .R. (s)			Pictures					
Ref:		RME curriculur	m Page					
DAY	Phase 1: Starter (preparing the b	rain	Phase 2: Main (new learning includ assessment)			Phase 3: Plenary / Reflections		
Friday	Play the HOT SE the key words. Select a learner the other learner back to the boar write the keyword means or elearner in the Hoguess what the Repeat for all the DEBRIEFING: •How did you feegame?	to sit facing ers with their of where you ords for ribe what the does and the OT SEAT has to word is. e key words	discuss as the S of rain who mand Giver of mention God in Differe Ask stre	ups, lead learner the attributes of Sustainer of life: - and sunshine, - the akes plants grow, f air, etc. • Let lea n other attribute their local langual ntiated learning onger learners to some questions	God Giver he One , - the arners s of ages	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:		

	What new words did you	first and then let learners who	
	learn?	are struggling	
	•How does it feel to win?	answer similar questions.	
	•What will you do next time to	Pair up stronger and weaker	
	win?	learners so that	
		stronger learners can help	
	Share lesson indicator and	weaker ones.	
	treat key words with learner	Use the remedial activities as	
		practice for learners	
		who struggle, and the	
	Share lesson indicator and	extension activities for	
	treat key words with learner .	those learners who need more	
		of a challenge	
		Assessment: let learners	
		mention attributes of God that	
		reveal His nature as Sustainer	
		of life.	
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Vetted by :	Signature:	Date :

WEEK ONE: LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Ending:	Class size:					
Day:				Date :		
Tuesday, 60	minutes			18th January, 2022		
Thursday, 60	Thursday, 60 minutes				January, 2022	
Period :				Lesso	on:	
2				1 of 2	2	
2				2 of 2	2	
Strand : My C	ountry Ghana	9	Sub-s	trand	: The People Of Ghana	
Indicator (cod	e)	B2.2.1	.1.1			
Content stand	lard (code)	B2.2.1	.1.			
Performance	Indicator	Learne	ers ca	n ide	ntify the ethnic groups in each region	
		in Gha	na			
Core Compete	encies: Creativity and Innovation Commu	inication	n and	Colla	aboration Personal Development	
and Leadershi	p Critical Thinking and Problem Solving.	-()				
Wa anda						
Keywords		lunar, ancestors, mourning, prophet, harvest, Islam,				
T D (a)		stool house, alcohol				
T. L .R. (s)		Pictures or a documentary of the festivals				
Defe	Printer of a series than	and celebrations of different ethnic groups in Ghana				
Ref:	History curriculun	n Page				
DAY	Phase 1:	Phase	2: M	ain	Phase 3:	
	Starter	(new l		ng	Plenary / Reflections	
	(preparing the brain	includi	_			
	for learning)	assess	ment	:)		
Tuesday	Play the HOT SEAT game using the				What new things have you	
	key words.	Identif	•		learned today?	
	Select a learner to sit facing the other learners with their back to	admin			Learning progress vetings	
	the board where you write the	region	s of C	han	Ask learners to show by their	
	keywords for learners to describe	Differe	ntist	-od	fingers of 5 or 3 or 1 as to	
	what the word means or does and	learnir		.eu	those 'who really got it', 'got	
	the learner in the HOT SEAT has to	Ask str	•	r	some of it' or didn't get it'	
	guess what the word is. Repeat for	learne	_		ver respectively.	
	all the key words	some				
					Independent Activity/ Homework:	

first and then let **DEBRIEFING:** • How did you feel during the learners who are game? struggling •What new words did you learn? answer similar •How does it feel to win? auestions. •What will you do next time to • Pair up stronger win? and weaker learners so that stronger learners Share lesson indicator and treat key can help weaker words with learner ones. • Use the remedial activities as Share lesson indicator and treat key practice for words with learner. learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners mention the administrative regions of Ghana Thursday Play the HOT SEAT game using the What new things have you key words. Identify the learned today? Select a learner to sit facing the administrative other learners with their back to Learning progress voting: regions of Ghana. the board where you write the Ask learners to show by their keywords for learners to describe fingers of 5 or 3 or 1 as to what the word means or does and those 'who really got it', 'got the learner in the HOT SEAT has to some of it' or didn't get it' guess what the word is. Repeat for respectively. Assessment: let all the key words learners mention Independent Activity/ the administrative Homework: regions of Ghana **DEBRIEFING:** How did you feel during the game? •What new words did you learn? •How does it feel to win?

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	•What will you do next time to win?		
	Share lesson indicator and treat key words with learner		
	Share lesson indicator and treat key words with learner .		

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WEEK ONE: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending:	21st January, 2022				Class s	ize:	
Day:				Date :			
Monday, 60 n		17th January, 2022					
Wednesday, 6	Wednesday, 60 minutes				19th January, 2022		
Period :				Lesson	:		
2			1 of 2				
2			2 of 2				
Strand: VISUA	L ARTS		Sub-strand: Thinking and Exploring Ideas				
Indicator (code	e)	B2 1.1.	1.1				
Content stand	ard (code)	B2 1.1.	1.	9			
Performance I	ndicator	Learne	rs can ex	plore ov	vn expe	riences to talk about visual	
		artwor	ks that r	eflect th	e histor	ry and culture of people in	
		other 0	hanaiar	commu	inities		
Core Compete	ncies: Creativity and Innovation Cor	nmunica	tion and	l Collabo	ration F	Personal Development	
and Leadership	Critical Thinking and Problem Solvi	ing.					
.,							
Keywords							
T D (a)		Distuns					
T. L .R. (s)	Constitut Auto ou	Picture					
Ref:	Creative Arts cu	irriculum	ļ				
DAY	Phase 1:	Phase 2	2: Main			Phase 3:	
	Starter	(new le	arning i	ncluding		Plenary / Reflections	
	(preparing the brain	assessment)					
	for learning)						
Wednesday	Play the HOT SEAT game using	Learne	rs are to	:		What new things have	
	the key words.	2 watc	n docum	entaries	you learned today?		
	Select a learner to sit facing the other learners with their back	the his	tory and	culture	of	Loorning progress	
	to the board where you write	people	from ot	her parts	s of	Learning progress voting: Ask	
	the keywords for learners to	Ghana				learners to show by their	
	describe what the word means	ident	ify the h	istory ar	nd	fingers of 5 or 3 or 1 as	
	or does and the learner in the	culture	of peop	le from	other	to those 'who really got	
	HOT SEAT has to guess what	parts o	f Ghana	to ident	ify	it', 'got some of it' or	
	the word is. Repeat for all the	their cu	ıltural ad	ctivities	such	didn't get it'	
key words			food, ta	boos, respectively.		respectively.	

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

religion, festivals, buildings, symbols of authority;

interview and interact with leaders of the community such as ethnic groups and associations (e.g. Ga, Ewe, Akan, Dagaare), heads of institutions and traditional leaders;

☑ visit historical sites, museums, galleries, etc;
 ☑ document and record the visits by taking photographs, making videos, making line sketches and collecting objects of historical importance to develop a 'historical learning corner' in the classroom;
 ☑ draw concepts and ideas

from the culture of the

designing symbolic and functional visual artworks.

different groups of people for

Assessment: let learners describe visual artworks that reflect the history and culture of people in other

Ghanaian communities

Independent Activity/ Homework:

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WEEK ONE : LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending:						Class s	size:
Day :					Date:		
Period :					Lessor	ı :	
2					1 of 1		
2					1 of 1		
2			1 of 1				
Strand: Oral Language			Sub-strand : Songs				
Indicator (code	e)		B2.1.1	.1.1.	B2.:	1.1.1.2	B2.1.1.1.3.
Content stand	ard (code)		B2.1.1	1.	B2.	1.1.1.	B2.1.1.1.
-	ncies: Creativity ical Thinking and			everyo	s their i Learn day acti Learn day acti	mporta ers sho vities in ers sho vities in	uld sing work and play songs and ince uld relate types of play songs to their environment uld relate types of work songs to their environment ration Personal Development and
T. L .R. (s)			Manila cards, markers, recorded audios visual				
Ref:		Ghanaian Lang	uage	curricul	um		
DAY	Phase 1: Starter (preparing the for learning)	brain	Phase 2: Mair (new learning assessment)				Phase 3: Plenary / Reflections
	Cover Up Learners in corgroups.	ivenient	occup • Lead	se tradi ations v d learne ar work	vith lea rs to sin		What new things have you learned today? Learning progress voting: Ask learners to show by their

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

- Introduce a new work and its song. Teach learners the song.
- Let learners sing the song in groups and individually.
- Introduce a new play and its song.
- Lead learners to discuss how the play is performed and the song associated with the play.
- Let learners sing a popular play song as a group and individually.
- Discuss the importance of work and play songs with learners.

E.g. Work songs: – reduce fatigue, removes boredom, provides enjoyment, allows systematic work, inspires fellow workers to work harder, builds vocabulary etc.

Play songs – creates unity, develops one's creativity, provides enjoyment and inspiration.

Assessment: let learners write the importance of work and play songs

fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

1. Write onsets and rime of words (e.g. ink words) on cards.

- Show a picture of a playground to learners.
- Lead learners to talk about the picture.
- Discuss the various traditional plays in the community with learners.

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.

That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

- Pick one traditional play and teach how it is performed.
- Teach the song that is sung when playing the game.
- Let learners sing song again.
- Put learners into groups to perform the play. E.g.
 Moonlight play songs etc.

Assessment: let learners identify different types of play songs

Independent Activity/ Homework:

Cover Up

Learners in convenient groups.

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.

- Let learners sing a familiar traditional song.
- Show a picture of someone weaving to learners.
- Discuss the picture with learners.
- Discuss the various traditional occupations in the community with learners.
- Pick a particular song of a traditional occupation and teach learners the

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

- song that is associated with that occupation.
- Let learners sing the song in groups and then individually.
- Lead learners to recognise various works and their corresponding songs. E.g. Fishing, kente weaving, farming, etc.

Assessment: let learners identify different types of work songs

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SEMESTER ONE BASIC TWO WEEK 2

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SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending: 28th January, 2022	Class size:				
Day:	Date :	Date :			
Monday, 60 minutes	24th January, 2022	24th January, 2022			
Tuesday, 60 minutes	25th January, 2022				
Wednesday, 60 minutes	26th January, 2022				
Thursday, 60 minutes	27th January, 2022				
Friday, 60 minutes	28th January, 2022				
Period :	Lesson :				
2	1 of 1				
2	1 of 1				
2	1 of 1				
2	1 of 1				
2	1 of 1				
Strand :	Sub-strand :				
A. Oral Language	A. Songs				
B. Reading	B. Phonics				
C. Writing	C. Penmanship/ Handwriting				
D. Using Writing Conventions	D. Using Capitalisation				
E. Extensive Reading	E. Building The Love and Culture	e of Reading			
Indicator (code)	B2.1.1.1.1 B2.2.2.1.1 B2.4.2.1.1	B2.5.1.1.1.			
	B2.6.1.1.1				
Content standard (code)	B2.1.1.1. B2.2.2.1. B2.4.2.1	B2.5.1.1.			
	B2.6.1.1.				
Performance Indicator	A. Learners can interpret familiar songs	5			
	B. Learners can blend syllables to prod	ners can blend syllables to produce words			
	C. Learners can copy sentences clearly	ners can copy sentences clearly			
	D. Learners can use capital letter to w	rite names of			
	particular places and days of the wee	ek			
	E. Learners can read a variety of a	ge and level-			
	appropriate books and texts from p	orint and non-			
	print				
Core Competencies: Creativity and Innovation Co		velopment			
and Leadership Critical Thinking and Problem Sol	ing.				
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on		
Ref:	English La	a manila card and a class lib nguage curriculum Page	orary.	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday	Learners watch/listen to a sort story /folktale. (Intersperse the story with songs and gestures Assessment: Who were the characters in the story? which part of the story do you like? What lessons did you learn from the story? How will you apply the good moral lesson in your life? Share lesson indicator and treat key words with learner.	 Identify some familiar songs from learners' locality. Teach the songs with themes from their locality. Discuss the moral values of the songs. Let learners sing songs using gestures appropriately. Have learners interpret the songs in their own words. Assessment: let learners	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	
Tuesday	Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.	 B.READING Introduce the lesson with a recital that links the letters of the alphabet. Have learners work in pairs, groups or individually to blend syllables to form meaningful words. Use word families as a guide to help build on the words Differentiated learning 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	

Wednesday

- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

DEBRIEFING
What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners blend syllables to produce words

Writing Chain C. WRITING

(Penmanship activity)

Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)

When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns.

• Demonstrate copying (sentences) on the board.

- Let learners practise writing legibly and correctly on the board or into their books.
- Have learners copy sentences from a book into their books.
- Draw attention to inter and intra word spacing and alignment of letters, as well as clarity or writing.

Differentiated learning Ask stronger learners to answer some questions What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

When the last member first and then let learners finishes in each group, who are struggling he/she shouts 'Bingo!' answer similar questions. Pair up stronger and **DEBRIEFING:** weaker learners so that How did you help your stronger learners can help team to win the game? weaker ones. Use the remedial What objects in the activities as practice for classroom look like the learners strokes you traced? who struggle, and the extension activities for Share lesson indicator those learners who need and treat key words with more of a challenge learner. Assessment: let learners copy sentences clearly Thursday Look-Say-Cover-Write-D.WRITING What new things have you Check **CONVENTIONS AND** learned today? GRAMMAR USAGE Learners in convenient • Provide a sample text Learning progress voting: Ask learners to show by their and have learners identify groups. names of particular places fingers of 5 or 3 or 1 as to 1. Put word cards on the and days of the week. those 'who really got it', 'got table/floor/in a bowl. Have them compare the some of it' or didn't get it' 2. A pupil picks a word initial letters of these respectively. card, reads the word, names and other common covers it/turns it over names and share their Independent Activity/ and writes the Homework: observations with the word on the board. class. 3. S/he then picks the • Give learners a text with card and shows it to the names of particular places and days of the week, 4. The class checks to beginning with small see if the pupil's word is letters. Let learners correct. rewrite the text, beginning 5. The pupil with the the names of particular correct number of words places and days of the wins the game. week, with capital letters. **DEBRIEFING** Assessment: let learners What did you like about use capital letter to write the game? names of particular places What did you dislike and days of the week about the game?

WITATSALL ONE 024555	What must your team		
	do to win next time?		
	Share lesson indicator		
	and treat key words with learner.		
	icarrici .		
Friday	Cover Up	E.EXTENSIVE READING	What new things have you
		Use the Author's chair to	learned today?
	Learners in convenient	introduce the reading/	Learning progress voting:
	groups.	library time.	Ask learners to show by their
		Have a variety of age	fingers of 5 or 3 or 1 as to
	1. Write a word on the	and level-appropriate	those 'who really got it', 'got
	board.	books for learners to	some of it' or didn't get it'
	2. Cover all the letters	make a choice.	respectively.
	except the first one,	 Introduce narratives, 	Independent Activity/
	beginning from the left	pop-up and flip-the-page	Homework:
	to the right, and ask	texts to learners.	
	pupils to make the	• Introduce e-books to	
	sound of the letter	learners, if available.	
	which is not covered.	For each reading	
	3. Do this until the	session, guide learners to	
	sounds of all the	select books.	
	individual letters have		
	been made by pupils.	Assessment: let learners	
	4. Run your finger under	read a variety of age and	
	the word for pupils to	level-appropriate books	
	blend the sounds to	and texts from print	
	read		
	5. The pupil who blend		
	the sounds to read wins		
	the game.		
	Assessment		
	What did you like about		
	the game?		
	What did you dislike		
	about the game?		
	about the game:		

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	What must your team	
	do to win next time?	
	Share lesson indicator	
	and treat key words with	
	learner .	
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Signature: Date :

Vetted by :.....

SUBJECT: MATHEMATICS CLASS: TWO

Week Endi	ng: 28th January	, 2022				Class siz	e:
Day:			Date :				
Monday, 6	0 minutes				24th January, 2022		
Tuesday, 60 minutes		25th Janเ	uary, 202	2			
Wednesday, 60 minutes		26th Janเ	uary, 202	2			
Thursday, 60 minutes		27th Janเ	uary, 202	2			
Friday, 60 minutes		28th Janเ	uary, 202	2			
Period :		Lesson:					
2					1 of 5	. \	
2		2 of 5					
2		3 of 5	\\ \tag{\tag{\tag{\tag{\tag{\tag{\tag{				
2		4 of 5					
2	2			5 of 5			
Strand: NU	IMBER			Sub-stran	d : Countii	ng, Repre	sentation, Cardinality &
				Ordinality			
Indicator (c	ode)		B2.1.1.				
Content sta	andard (code)		B2.1.1.	1.			
Performano	ce Indicator				number names, counting sequences and how to		
					"how many?"		
					n and Colla	boration	Personal Development
and Leaders	ship Critical Thin	King and Proble	em Solvii	ıg.			
Keywords			Numbe	er, twenty,	number na	ame	
.,	5	7/2		- ,			
T. L .R. (s)			Numer	al cards 0-2	20, numbe	r-name c	ards one to twenty. straws,
					les of tens, multibase block		
Ref:		Mathematics of	curriculu	m Page	· ·		
				_			
DAY	Phase 1:		Phase :	2: Main			Phase 3:
	Starter		(new le	earning incl	uding		Plenary / Reflections
	(preparing the	e brain	assessi	ment)			
	for learning)						
Monday	Learners form	convenient		ent the nur		-	What new things have
	groups.			a group with a written numeral to		you learned today?	
	_	up a designed	1000				Loarning progress voting:
	playing cards						Learning progress voting: Ask learners to show by
			l .				/ OK Tearriers to show by

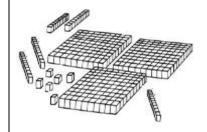
Learners plays in turns (one at a time)

Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game

DEBRIEFING

- 1. How was the game? What makes it so?
- 2. How were you able to get the sum of the numbers you picked?
- 3. How will you be able to add six oranges and two oranges together?

Share lesson indicator and treat key words with learner.



Differentiated Lessons Low Ability Learners

• Give out 30 bottle caps to learners.

Working in pairs, one of the two puts some caps in a container for the other to guess

the number inside. Have them count to find the actual number.

High Ability Learners

• Give out 80 seeds to each group. Working

in groups, a leader puts some of the seeds in a container. The others guess

the number. They finally count to get the actual number. The one who makes a good estimate wins.

Assessment: have learners to practice with more examples

their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

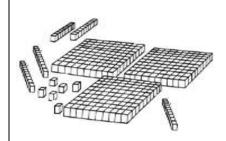
Tuesday

Learners form convenient groups.

Give each group a designed playing cards Learners plays in turns (one at a time)

Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the

Represent the number of objects in a group with a written numeral to 1000



Differentiated Lessons

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game

DEBRIEFING

- 1. How was the game? What makes it so?
- 2. How were you able to get the sum of the numbers you picked?
- 3. How will you be able to add six oranges and two oranges together?

Share lesson indicator and treat key words with learner.

Low Ability Learners

• Give out 30 bottle caps to learners.

Working in pairs, one of the two puts some caps in a container for the other to guess

the number inside. Have them count to find the actual number.

High Ability Learners

• Give out 80 seeds to each group. Working

in groups, a leader puts some of the seeds in a container. The others guess

the number. They finally count to get the actual number. The one who makes a good estimate wins.

Assessment: have learners to practice with more examples

Wednesda y Learners form convenient groups.

Give each group a designed playing cards
Learners plays in turns (one at a time)

Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game

DEBRIEFING

Estimate the number of objects in a group of up to 1000 describe the estimation strategy used; Select an appropriate estimate among all those given and justify the choice

Differentiated Lessons Low Ability Learners

• Give out 30 bottle caps to learners.

Working in pairs, one of the two puts some caps in a container for the other to guess

the number inside. Have them count to find the actual number.

High Ability Learners

Give out 80 seeds to each group.
 Working
 in groups, a leader puts some of the

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

1. How was the game? seeds in a container. The others What makes it so? guess 2. How were you able to get the number. They finally count to the sum of the numbers get the you picked? actual number. The one who makes 3. How will you be able to a good add six oranges and two estimate wins. oranges together? Share lesson indicator and Assessment: have learners to treat key words with practice with more examples learner. Thursday Learners form convenient What new things have groups. you learned today? Estimate the number of objects in a Give each group a designed group of up to 1000 describe the playing cards Learning progress voting: estimation strategy used; Select an Learners plays in turns (one Ask learners to show by appropriate estimate among all at a time) their fingers of 5 or 3 or 1 those given and justify the choice Learner picks up two cards as to those 'who really Differentiated Lessons at a time and then add the got it', 'got some of it' or Low Ability Learners numbers on the cards didn't get it' respectively. • Give out 30 bottle caps to together to give the sum. learners. If the learner gets the Independent Activity/ Working in pairs, one of the two answer right, the learner Homework: puts some keeps the cards but if the caps in a container for the other to learner gets it wrong, the learner put the cards back the number inside. Have them and the cards are shuffled. count to find The learner with the the actual number. highest number of cards at the end wins the game **High Ability Learners** • Give out 80 seeds to each group. **DEBRIEFING** Working 1. How was the game? in groups, a leader puts some of the What makes it so? seeds in a container. The others 2. How were you able to get guess the sum of the numbers the number. They finally count to you picked? get the 3. How will you be able to actual number. The one who makes add six oranges and two a good oranges together? estimate wins.

WHATSAPP ON	ILY 0245350591		
	Share lesson indicator and	Assessment: have learners to	
	treat key words with	practice with more examples	
	learner .		
Friday	Learners form convenient	Estimate the number of objects in a	What new things have
	groups.	group of up to 1000 describe the	you learned today?
	Give each group a designed	estimation strategy used; Select an	
	playing cards	appropriate estimate among all	Learning progress voting:
	Learners plays in turns (one	those given and justify the choice	Ask learners to show by
	at a time)	and a great and great y and a control	their fingers of 5 or 3 or 1
	Learner picks up two cards	Differentiated Lessons	as to those 'who really
	at a time and then add the	Low Ability Learners	got it', 'got some of it' or
	numbers on the cards	• Give out 30 bottle caps to	didn't get it' respectively.
	together to give the sum.	learners.	a.a eget it respectively.
	If the learner gets the	Working in pairs, one of the two	Independent Activity/
	answer right, the learner	puts some	Homework:
	keeps the cards but if the	caps in a container for the other to	Homework.
	learner gets it wrong, the	guess	
	learner put the cards back	the number inside. Have them	
	and the cards are shuffled.	count to find	
	The learner with the		
		the actual number.	
	highest number of cards at	Live to All Sire Land Control	
	the end wins the game	High Ability Learners	
		• Give out 80 seeds to each group.	
	DEBRIEFING	Working	
	1. How was the game?	in groups, a leader puts some of the	
	What makes it so?	seeds in a container. The others	
	2. How were you able to get	guess	
	the sum of the numbers	the number. They finally count to	
	you picked?	get the	
	3. How will you be able to	actual number. The one who makes	
	add six oranges and two	a good	
	oranges together?	estimate wins.	
	Share lesson indicator and	Assessment: have learners to	
	treat key words with	practice with more examples	
	learner .		

Vetted	by :	Signature:	Date :

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g: 28th January, 2022			Cla	ss size:
Day:			D	Date :	
Monday, 60	Monday, 60 minutes		24	24th January, 2022	
Thursday, 60) minutes		2	7th Jan	uary, 2022
Period :			Le	esson :	
2			1	of 2	
2			2	of 2	
Strand : DIV	ERSITY OF MATTER		Sub-str	rand : L	IVING AND NON-LIVING
			THINGS	S	
Indicator (co	ode)	B2.1.1.2.1			
Content star	ndard (code)	B2.1.1.2.			
Performance	e Indicator	Learners can	describe	e the b	asic structure of animals (head,
		limbs and tru	ınk)	*	
	tencies: Creativity and Innovation Co		and Col	llaborat	tion Personal Development
and Leaders	hip Critical Thinking and Problem Sol	lving.	-		
Keywords		head, limbs, trunk, tail, body, feather, wings, scales, fins			
T. L .R. (s)		pictures of d	ifferent a	animals	s such as dog, dove, fish.
		Salted fish, insects such as ants, butterfly.			
Ref:	Science cu	rriculum Page	9		
DAY	Phase 1:	Phase 2: Mai	n		Phase 3:
	Starter	(new learnin	g includi	ing	Plenary / Reflections
	(preparing the brain	assessment)			
	for learning)				
Monday	Play the HOT SEAT game using	• Learners w	atch vid	eos or	What new things have you
	the key words.	observe pict			learned today?
	Select a learner to sit facing the other learners with their back to	different ani			Learning progress voting:
	the board where you write the	• Learners n			Ask learners to show by
	keywords for learners to	animals from	=		their fingers of 5 or 3 or 1 as
	describe what the word means	• Learners id	-		to those 'who really got it',
	or does and the learner in the	basic parts o			'got some of it' or didn't get
	HOT SEAT has to guess what the	(head, limbs	and trur	1K).	it' respectively.
	word is. Repeat for all the key words	Differentiate	d learnir	ng	Independent Activity/ Homework:

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners identify the basic parts of animals

What new things have you learned today?

Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

 Learners watch videos or observe pictures of different animals.

- Learners name some animals from the pictures.
- Learners identify the basic parts of animals (head, limbs and trunk).

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

• Pair up stronger and weaker learners so that stronger learners can help weaker ones.

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

	Share lesson indicator and treat	 Use the remedial 	
	key words with learner	activities as practice for	
		learners	
	key words with learner .	who struggle, and the	
		extension activities for	
		those learners who need	
		more of a challenge	
		Assessment: let learners	
		identify the basic parts of	
		animals	

Vetted by :	Signature:	Date :

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Ending	: 28th January, 2022			Clas	ss size:
Day:			[Date :	
Tuesday, 60 minutes		2	25th January, 2022		
Thursday, 60	minutes		2	27th Janua	ry, 2022
Period :			L	.esson :	
2			1	L of 2	
2			2	2 of 2	
Strand: ALL A	ABOUT US	S	ub-stra	nd : Myse	f
Indicator (cod	de)	B2.1.2.1.	1.	\mathcal{C}^{X}	
Content stand	dard (code)	B2.1.2.1.		3	
Performance	Indicator	Learners	can id	entify thin	gs to do to develop a sense of
		self ident	tity and	self-wortl	1
-	encies: Creativity and Innovation Com		on and (Collaborati	on Personal Development
and Leadersh	ip Critical Thinking and Problem Solvir	ng.	-		
Keywords		Character, Unique, Identify, Talent, Qualities, Abilities,			
		Weakness, Individual, Physical			
T. L .R. (s)		Tape me	Tape measure, pictures of persons with different		
		features example, height, hair colour, charts, computer,			
		projecto	r,		
Ref:	Our World Our P	eople cur	rriculun	n Page	
DAY	Phase 1:	Phase 2:	Main		Phase 3:
	Starter	(new lea	rning in	cluding	Plenary / Reflections
	(preparing the brain	assessme	ent)		
	for learning)				
Tuesday	Play the HOT SEAT game using	Learners	talk ab	out	What new things have
	the key words.	themselv	es indi	vidually an	d you learned today?
	Select a learner to sit facing the other learners with their back to	apprecia	te the v	vay God	Loarning progress votings
	the board where you write the	created t	them e.	g. "I am	Learning progress voting: Ask learners to show by
	keywords for learners to describe			iful, I like	their fingers of 5 or 3 or 1
	what the word means or does	the way	God cre	ated me. I	as to those 'who really
	and the learner in the HOT SEAT	have great	at quali	ties".	got it', 'got some of it' or
	has to guess what the word is.				didn't get it' respectively.
	Repeat for all the key words	Different	tiated le	earning	
	1				

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners describe their individual qualities

Independent Activity/ Homework:

Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is.

Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Learners role play scenarios and engage in activities that teach them the importance of developing a strong self-identity
The need to feel special, more worthy and valued, more confident, more optimistic in order to do well in school and in life in general.

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

 Pair up stronger and weaker learners so that What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

		stronger learners can help					
	Share lesson indicator and treat	weaker ones.					
	key words with learner .	Use the remedial					
		activities as practice for					
		learners					
		who struggle, and the					
		extension activities for					
		those learners who need					
		more of a challenge					
		Assessment: Let learners					
		mention the importance of					
		developing a strong self-					
		identity					
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SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endi	ng: 28th Janua	ary, 2022			Class size:				
Day:				Date :					
Friday, 60 r	minutes			28th January, 2022					
Period :				Lesson:					
2				1 o	f 1				
Strand : LOCOMOTOR, SKILLS Sub-stra			Sub-stran	id : 1	MOTOR SKILL AND MOVE	MENT PATTERNS			
Indicator (code) B2.1.1.1.2:									
Content st	andard (code)	B2.1.1.1.							
Performan	ce Indicator	Learners can forw	ward and ba	ackv	vard skip without a rope.				
		tivity and Innovations and Problem So		nica	tion and Collaboration P	ersonal Development and			
Keywords				-(7),				
T. L .R. (s)		cones							
Ref:	PE curriculu	m Page							
DAY	Phase 1:	Phase 2: Main				Phase 3:			
	Starter	(new learning inc	Plenary / Reflections						
	(preparing								
	the brain	Blan							
	for	GIV.							
E.A.	learning)	Overview they are			et a contract of salabities	Miles and the second of the se			
Friday	Learners	_	•		using rats and rabbits.	What new things have you learned today?			
	jog round a				you learned today:				
	demarcate d area in	spot with double take off and double landing flexed arms rotating at the shoulders clockwise for learners to				Learning progress			
	files while	observe.	trie snoulae	215 C	lockwise for learners to	voting: Ask			
	singing and		in on the c	not i	using parsonal space	learners to show by			
	clapping to		•	•	using personal space. te and give corrective	their fingers of 5 or 3 or 1 as to those 'who			
warm-up feedback. Let learners g					J	really got it', 'got some			
	the body				jogging slowly to end	of it' or didn't get it'			
	for	the lesson	, 555, 45WI	. ~ y	Jodonia Siemily to cita	respectively.			
	maximal								
	performan					Independent Activity/ Homework:			

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	ce and to		
	prevent		
	injuries		

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Signature: Date:

Vetted by :.....

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending: 28th January, 2022					Class size:	
Day:				Date :		
Friday, 60 minutes				28th January, 2022		
Period :				Lesso	n:	
2				1 of 1		
Strand : God,	His Creation and Attributes		Sub-s	strand	: God the Creator	
Indicator (cod	le)	B2.1.	1.1.1			
Content stand	dard (code)	B2.1.	1.1.		. \	
Performance	Indicator				tion attributes of God that reveal ainer of life.	
Core Competencies: Creativity and Innovation Communand Leadership Critical Thinking and Problem Solving. Keywords			n and	Collabo	oration Personal Development	
T. L .R. (s)		Pictures				
Ref:	RME curriculum	Page				
DAY	Phase 1: Starter (preparing the brain for learning)	(new	e 2: Ma learni ding ssment	ng	Phase 3: Plenary / Reflections	
Friday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: How did you feel during the game? What new words did you learn?	the a relev life, e life, r Diffe learn	tronge swer s	es of G their d d gives d air. ed	Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.	

•How does it feel to win? first and then let •What will you do next time to learners who are win? struggling answer similar questions. Share lesson indicator and treat key • Pair up stronger and words with learner weaker learners so that Share lesson indicator and treat key stronger learners can words with learner. help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners explain the attributes of God relevant to their daily life

/etted by :	Signature:	Date :
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SUBJECT: HISTORY CLASS: TWO

Week Ending: 28th January, 2022				Class size:			
Day:			Date	:			
Tuesday, 60 m	ninutes		25th January, 2022				
Thursday, 60 i	minutes		27th	January, 2022			
Period :			Less	on :			
2			1 of	2			
2			2 of	2			
Strand : My C	ountry Ghana	Sul	o-stran	d: The People Of Ghana			
				. \			
Indicator (cod	le)	B2.2.1.1.	1	CX			
Content stand	lard (code)	B2.2.1.1.					
Performance	Indicator	Learners	can Ide	ntify the ethnic groups in each region			
		in Ghana					
I -	encies: Creativity and Innovation Commi	unication a	nd Coll	aboration Personal Development			
and Leadershi	p Critical Thinking and Problem Solving.	~ ()-					
Vooude							
Keywords		lunar, ancestors, mourning, prophet, harvest, Islam,					
T D (a)		stool house, alcohol Pictures or a documentary of the festivals					
T. L .R. (s)				•			
Defe	Distant automiculum		and celebrations of different ethnic groups in Ghana				
Ref:	History curriculur	n Page					
DAY	Phase 1:	Phase 2:	Main	Phase 3:			
	Starter	(new lead	rning	Plenary / Reflections			
	(preparing the brain	including					
	for learning)	assessme					
Tuesday	Play the HOT SEAT game using the	Locate tl	he ethr	,			
	key words.	groups in each		learned today?			
	Select a learner to sit facing the	region or Ghana.	n a map				
	other learners with their back to the board where you write the			Learning progress voting: Ask learners to show by their			
keywords for learners to describe		Different	iatod	fingers of 5 or 3 or 1 as to			
what the word means or does and			iateu	those 'who really got it', 'got			
			iger	some of it' or didn't get it'			
	guess what the word is. Repeat for	learners	_	ver respectively.			
	all the key words	some qu					
				Independent Activity/ Homework:			

first and then let **DEBRIEFING:** • How did you feel during the learners who are game? struggling •What new words did you learn? answer similar •How does it feel to win? auestions. •What will you do next time to • Pair up stronger win? and weaker learners so that stronger learners Share lesson indicator and treat can help weaker key words with learner ones. • Use the remedial activities as practice Share lesson indicator and treat for learners key words with learner. who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners locate the ethnic groups in each region on a map of Ghana Thursday Play the HOT SEAT game using the Locate the ethnic What new things have you key words. groups in each learned today? Select a learner to sit facing the region on a map of other learners with their back to Learning progress voting: Ghana. the board where you write the Ask learners to show by their keywords for learners to describe fingers of 5 or 3 or 1 as to Differentiated what the word means or does and those 'who really got it', 'got learning the learner in the HOT SEAT has to some of it' or didn't get it' Ask stronger guess what the word is. Repeat for respectively. learners to answer all the key words some questions Independent Activity/ first and then let Homework: learners who are **DEBRIEFING:** struggling •How did you feel during the answer similar game? questions. •What new words did you learn? •How does it feel to win?

•What will you do next time to	Pair up stronger
win?	and weaker learners
	so that
	stronger learners
Share lesson indicator and treat	can help weaker
key words with learner	ones.
	Use the remedial
	activities as practice
	for learners
key words with learner .	who struggle, and
	the extension
	activities for
	those learners who
	need more of a
	challenge
	Assessment: let
	learners locate the
	ethnic groups in
	each region on a
	map of Ghana
S	ignature: Date :
AR-HIFT	
_	Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner.

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Vetted by : Signature:	Date :

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending:	28th January, 2022				Class siz	ze:	
Day:				Date :			
Monday, 60 m	inutes		24th January, 2022			22	
Wednesday, 60			26th Jan	nuary, 202	22		
Period :				Lesson :	1		
2				1 of 2			
2				2 of 2			
Strand: PERFO	RMING ARTS		Sub-stra	nd : Thin	king and I	Exploring Ideas	
				4			
Indicator (code	e)	B2 2.1.1.1	L				
Content standa	ard (code)	B2 2.1.1.		9			
Performance Ir	ndicator	Learners	can ex	plore ov	wn expe	riences to talk about	
		performin	ng artwo	rks that i	reflect th	e history and culture of	
		people in	other co	mmuniti	es in Ghai	na	
_	ncies: Creativity and Innovation		ation and	d Collabo	ration Pe	rsonal Development	
and Leadership	Critical Thinking and Problem	Solving.					
Vouvorde							
Keywords							
T. L .R. (s)		Pictures					
Ref:	Creative Arts	curriculum					
						T	
DAY	Phase 1:	Phase 2: I				Phase 3:	
	Starter	'	(new learning including			Plenary / Reflections	
	(preparing the brain	assessme	assessment)				
	for learning)					111	
Monday	Play the HOT SEAT game	Learners				What new things have	
	using the key words. Select a learner to sit facing	watch documentaries on the history and culture of people from				you learned today?	
	the other learners with their				le from	Learning progress	
back to the board where you write the keywords for		ard where difference of Ghan is serviced with the contract of Ghan is serviced win the contract of Ghan is serviced with the contract of Ghan is s		•		voting: Ask	
				•		learners to show by	
learners to describe what		of people	their fingers of 5 or 3				
the word means or does		Ghana by				or 1 as to those 'who	
	and the learner in the HOT	activities	such as s	taple foo	ds,	really got it', 'got	
	SEAT has to guess what the	dressing,	festivals,	building	s,	some of it' or didn't	
	word is. Repeat for all the key words	chiefs;				get it' respectively.	
	key words					l	

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner

☑ listen to stories told by resource persons or interview leaders of different ethnic groups and associations (e.g. Ga, Ewe, Akan, Dagaare), opinion leaders, traditional rulers;

Assessment: let learners describe performing artworks that reflect the history and culture of people in other communities in Ghana

Independent
Activity/ Homework:

Wednesday

Play the HOT SEAT game using the key words.
Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Learners are to:

☑ visit historical sites such as centres for national culture, theatres, museums, galleries, festival grounds, studios of performing artists, and performing arts departments of educational institutions. Where possible, record the visits by taking photographs, making videos, making line sketches and collecting samples of objects that show the history and culture of people from other parts of Ghana;

② organise collection of samples to create a 'history learning corner' in the classroom;

I draw concepts and ideas from the activities to plan own performing artworks that express the history and culture of the people studied What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent
Activity/ Homework:

WITATSALL CIVIL C	243330331		
		Assessment: let learners describe	
	Annual Irani, and an itale Income an	performing artworks that reflect	
		the history and culture of people in	
	•	other communities in Ghana	

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SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending:						Class size:		
Day:					Date	:		
Period :					Lesso	on :		
2					1 of :	1		
2					1 of 2	1		
2			1 of 1					
Strand:				Sub-s	tranc	k)		
Oral Language				Rhym	es			
				Lister	ning a	nd Story Telling		
Indicator (code	e)		B2.1	.2.1.1.		B2.1.2.1.2	B2.1.4.1.1	
Content standa	ard (code)		B2.1.2.1. B2.1.2.1. B2.1.4.1.					
Core Competencies: Creativity and Innovation Cor Leadership Critical Thinking and Problem Solving.			correct rhythm. Learners should explore rhymes with problematic sounds. Learners should retell part of a story. mmunication and Collaboration Personal Development an					tory.
Keywords								
T. L .R. (s)			Manila cards, markers, recorded audios visual					
Ref: Ghanaian Langu			guage curriculum					
DAY	Phase 1:		Phase 2: Main				Phase 3:	
	Starter		(new learn			cluding	Plenary / Refle	ctions
(preparing the brain			assessment)					
for learning)								
	Cover Up					sing a popular	What new thin	-
	Learners in conve	anient groups				pational song.	you learned to	aay?
	Learners III Conve	Zilielit groups.	• Ex	plore a	rhym	ie.	Learning progr	ess
	1. Write a word	on the board.					voting:	Ask

- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- Lead learners to learn how to explore the rhyme with correct rhythm.
- Lead learners to explore the rhyme with gestures.
- Call learners individually to explore the rhyme with correct rhythm.

Assessment: let learners describe rhymes with correct rhythm

learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.

That particular onset is put aside. Example S ink Sink

- Let learners explore a popular rhyme they know.
- Explore a rhyme made up of sounds that pose problems to learners.
- Teach learners how the rhyme is explored.
- Let learners explore rhymes with problematic sounds in groups and in pairs.
- Lead learners to explore the rhyme with gestures.
- Let learners explore the rhyme individually with gestures.

What new things have you learned today?

Learning progress
voting: Ask
learners to show by
their fingers of 5 or 3 or
1 as to those 'who
really got it', 'got some
of it' or didn't get it'
respectively.

Independent Activity/ Homework:

The team that is able to read and • NB: Please take note of the write more words becomes the sounds and correct learners winner. where necessary. **DEBRIEFING:** Assessment: let learners What did you like about the describe rhymes with correct game? What did you dislike about the rhythm game? What must your team do to win next time? Share lesson indicator and treat key words with learner. **Cover Up** • Tell or show a clip of an What new things have you learned today? interesting story of not more Learners in convenient groups. than ten minutes long to Learning progress learners. 1. Write a word on the board. Ask voting: • Discuss the clip with learners. 2. Cover all the letters except learners to show by Ask learners to retell it. the first one, beginning from the their fingers of 5 or 3 or left to the right, and ask pupils to 1 as to those 'who make the sound of the letter really got it', 'got some Assessment: let learners retell which is not covered. of it' or didn't get it' part of a story 3. Do this until the sounds of all respectively. the individual letters have been made by pupils. Independent Activity/ 4. Run your finger under the Homework: word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. **DEBRIEFING:** What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.

Vetted by :...... Date : Date :

SEMESTER ONE BASIC TWO WEEK 3

MANA FILIFICATION OF THE SCHOOL OF THE SCHOO



WEEK THREE: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending: 4th February, 2022	Class size:		
Day:	Date :		
Monday, 60 minutes	31st January, 2022		
Tuesday, 60 minutes	1st February, 2022		
Wednesday, 60 minutes	2nd February, 2022		
Thursday, 60 minutes	3rd February, 2022		
Friday, 60 minutes	4th February, 2022		
Period :	Lesson:		
2	1 of 1		
2	1 of 1		
2	1 of 1		
2	1 of 1		
2	1 of 1		
Strand :	Sub-strand :		
A. Oral Language	A. Rhymes		
B. Reading	B. Word Families-Rhyming Endings and		
C. Writing	Common Digraph		
D. Using Writing Conventions	C. Writing Letters – Small and Capital		
E. Extensive Reading	D. Using Capitalisation		
	E. Building The Love and Culture of Reading		
Indicator (code)	B2.1.2.1.1. B2.2.3.1.1. B2.4.3.1.1 B2.5.1.1.1.		
Contont standard (code)	B2.6.1.1.1 B2.1.2.1. B2.2.3.1. B2.4.3.1. B2.5.1.1.		
Content standard (code)			
Performance Indicator	B2.6.1.1.		
Performance mulcator	A. Learners can interpret rhymes and tongue-twisters in their own words		
	B. Learners can use common rhyming/endings to		
	decode simple words		
	C. Learners can copy words in lower and upper case		
	using correct spacing		
	D. Learners can use capital letter to write names of		
	particular places and days of the week		
	E. Learners can read a variety of age and level-		
	appropriate books and texts from print and non-print		
Come Communication Committee and Improved to	Communication and Collaboration Personal Development		

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

WHATSAPP ONLY (Keywords	5245550551			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Ref: English La		nguage curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning) Engage learners to		Phase 2: Main (new learning including assessment) A. ORAL LANGAUGE	Phase 3: Plenary / Reflections What new things have you
	3,		 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. Through questions, have learners interpret the rhymes in their own words Assessment: let learners interpret the rhymes in their own words 	Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:
Tuesday	Onset and F		B.READING • Introduce learners to	What new things have you learned today?
	Learners in convenient groups.		simple word formation by changing the beginning letter of words.	Learning progress voting: Ask learners to show by their

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink

The team that is able

words becomes the

winner.

to read and write more

DEBRIEFING
What did you like
about the game?
What did you dislike
about the game?
What must your team
do to win next time?

Share lesson indicator and treat key words with learner.

- e.g. pan, man, fan (You may use a phonic slide to give practice).
- Have learners build on these rhyming endings.
- In groups, let learners read out their words.
- Have learners form sentences with these rhyming words.

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners use common rhyming/endings to decode simple words

fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Wednesday

Writing Chain

(Penmanship activity)

Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an

C. WRITING

- Let learners write letters, both in upper and lower cases.
- Copy words from learners' reading book on the board as learners observe.

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got inscription (a pattern or a letter)

When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns.

When the last member finishes in each group, he/she shouts 'Bingo!'

DEBRIEFING:

How did you help your team to win the game?

What objects in the classroom look like the strokes you traced?

Share lesson indicator and treat key words with learner.

- Let learners take turns to read out words from the list.
- Draw attention to appropriate spelling and alignment of letters.
- Let learners copy the words. Let them check correct spelling, formation of letters and spacing.

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners copy words in lower and upper case using correct spacing

some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Thursday

Look-Say-Cover-Write-Check

Learners in convenient groups.

- 1. Put word cards on the table/floor/in a bowl.
- A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board.

D.WRITING CONVENTIONS AND GRAMMAR USAGE

- Provide a sample text and have learners identify names of particular places and days of the week.
- Have them compare the initial letters of these names and other common names and share their observations with the class.

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

3. S/he then picks the Give learners a text with card and shows it to names of particular places the class. and days of the week, 4. The class checks to beginning with small letters. Let learners see if the pupil's word is correct. rewrite the text, beginning 5. The pupil with the the names of particular places and days of the correct number of words wins the game. week, with capital letters. **DEBRIEFING** Assessment: let learners What did you like use capital letter to write names of particular places about the game? What did you dislike and days of the week about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner. Friday Cover Up **E.EXTENSIVE READING** What new things have you learned today? Use the Author's chair to Learners in convenient introduce the reading/ Learning progress voting: groups. library time. Ask learners to show by their Have a variety of age fingers of 5 or 3 or 1 as to 1. Write a word on the and level-appropriate those 'who really got it', 'got board. books for learners to some of it' or didn't get it' 2. Cover all the letters respectively. make a choice. except the first one, • Introduce narratives, Independent Activity/ beginning from the left pop-up and flip-the-page Homework: texts to learners. to the right, and ask • Introduce e-books to pupils to make the sound of the letter learners, if available. which is not covered. For each reading 3. Do this until the session, guide learners to sounds of all the select books. individual letters have been made by pupils. Assessment: let learners 4. Run your finger read a variety of age and under the word for

WHATSAPP ONLY 024535	50591		
	pupils to blend the	level-appropriate books	
	sounds to read	and texts from print	
	5. The pupil who blend		
	the sounds to read		
	wins the game.		
	Assessment		
	What did you like		
	about the game?		
	What did you dislike		
	about the game?		
	What must your team		
	do to win next time?		
	Share lesson indicator		
	and treat key words		

/etted by :	Signature:	. Date :

with learner .

SUBJECT: MATHEMATICS CLASS: TWO

Week Endi	ng: 4th Febr	uary, 2022				Class size:	
Day:		Date :	Date :				
Monday, 60 minutes		31st January, 2022					
Tuesday, 60 minutes		1st February, 2022					
Wednesday	, 60 minutes				2nd February, 2022		
Thursday, 6	0 minutes				3rd Februa	ry, 2022	
Friday, 60 n	ninutes				4th February, 2022		
Period :					Lesson:		
2					1 of 5		
2					2 of 5		
2					3 of 5	<i>O</i> .	
2					4 of 5		
2					5 of 5		
Strand: NU	JMBER			Sub-strand :	Counting, R	epresentati	on, Cardinality &
				Ordinality	_		
Indicator (c	code)		B2.3	1.1.1.2			
Content sta	andard (code)		B2.2	B2.1.1.1.			
Performan	ce Indicator		Lea	rners can ide	ntify numbe	rs in differe	ent positions around a
			give	en number in	a number ch	art. (1-1000))
Core Comp	etencies: Crea	ativity and Innovati	on Co	ommunication	and Collabo	ration Pers	onal Development
and Leader	ship Critical Th	ninking and Probler	m Sol	ving.			
Keywords		-67,	Pos	ition, above, k	aolow loft ri	iaht	
Reywords		My.	703	ition, above, i	Jeiow, iert, ii	igiit	
T. L .R. (s)			100	number char	ts, 1000 num	nber charts,	numeral cards (1-20)
Ref:		Mathematics curi			<u> </u>	<u> </u>	· ,
				J			
DAY	Phase 1:	L	Pha	se 2: Main			Phase 3:
	Starter (new learning inc		luding asses	sment)	Plenary / Reflections		
(preparing the brain							
	for learning)	1					
Monday 1. Learners form convenient					What new things		
groups.		Display a number chart with numbers have you learned		1			
		group a number		ween 0 and 10			today?
	chart/Bingo	gria		ntify numbers und a given n		•	Learning progress
				und a given m venient group			voting:
			5011	· cincin Bioup	25 ana 6140 C	asii bi dab	1

4	1	6
5	7	40
3	16	13
10	14	2
42	19	36
18	25	35

- 3. Groups study the number chart / Bingo grid
- 4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.
- 5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.

DEBRIEFING

- I. How was the game? What makes it so?
- 2. How were you able to identify the numbers mentioned?
- 3. Has there been a situation in your life where you have to identify something and it position? How did you do it?

Share lesson indicator and treat key words with learner .

a number grid and have them identify numbers in different positions around a chosen number. For example, choose 18 and identify numbers above, below, to the right or to the left etc.

24	48	75	12
16	18	86	40
115	259	134	529
203	325	719	686
685	915	982	827

Differentiated Lessons Low Ability Learners

• Have learners sit in groups. Give each group a 4 by 4 grid. The leader selects a number from 1 to 50 and the rest describe

the position of that number.

High Ability Learners

• Hand out 1000 number charts. In their

various groups, they select a leader, who

circles a number. One after the other, they

describe the position of that number in 3

different ways.

Assessment: have learners to practice with more examples

Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Tuesday

- 1. Learners form convenient groups.
- 2. Give each group a number chart/Bingo grid

4	1	6
5	7	40
3	16	13
10	14	2
42	19	36
18	25	35

- 3. Groups study the number chart / Bingo grid
- 4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.
- 5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.

DEBRIEFING

- I. How was the game? What makes it so?
- 2. How were you able to identify the numbers mentioned?
- 3. Has there been a situation in your life where you have to identify something and it position? How did you do it?

Display a number chart with numbers between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 18 and identify numbers above, below, to the right or to the left etc.

24	48	75	12
16	18	86	40
115	259	134	529
203	325	719	686
685	915	982	827

Differentiated Lessons Low Ability Learners

• Have learners sit in groups. Give each group a 4 by 4 grid. The leader selects a number from 1 to 50 and the rest describe

the position of that number.

High Ability Learners

• Hand out 1000 number charts. In their

various groups, they select a leader, who

circles a number. One after the other, they

describe the position of that number in 3

different ways.

Assessment: have learners to practice with more examples

What new things have you learned today?

Learning progress voting:
Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or

Independent
Activity/ Homework:

didn't get it' respectively.

mentioned?

WHATSAPP ONLY 0245350591 Share lesson indicator and treat key words with learner. Wednesd 1. Learners form convenient Display a number chart with numbers What new things groups. between 0 and 100 and have learners have you learned ay 2. Give each group a number identify numbers in different positions today? chart/Bingo grid around a given number. Put learners in Learning progress convenient groups and give each group a number grid and have them identify voting: 6 numbers in different positions around a Ask learners to show 1 5 7 chosen number. For example, choose by their fingers of 5 40 18 and identify numbers above, below, or 3 or 1 as to those 3 16 13 to the right or to the left etc. 'who really got it', 10 14 2 24 48 **75** 12 'got some of it' or 36 42 19 didn't get it' 18 25 35 40 16 18 86 respectively. 115 259 134 529 Independent 3. Groups study the number 203 325 719 686 Activity/ Homework: chart / Bingo grid 4. Group leaders call out a 915 982 827 685 number randomly and learners cross out **Differentiated Lessons** that number. The first learner Low Ability Learners in the group to identify the • Have learners sit in groups. Give each number, cross out that group a 4 by 4 grid. The leader selects a numbers and shouts bingo, number from 1 to 50 and the rest wins a point. describe 5. Learners identify the the position of that number. numbers around the number that has been cross out and High Ability Learners tell the • Hand out 1000 number charts. In relationship between the their number and the numbers various groups, they select a leader, around it. i.e to the right, left, top and down of the number. circles a number. One after the other, **DEBRIEFING** describe the position of that number in I. How was the game? What 3 makes it so? different ways. 2. How were you able to Assessment: have learners to practice identify the numbers

with more examples

3. Has there been a situation in your life where you have to identify something and it position? How did you do it?

Share lesson indicator and treat key words with learner .

Thursday

- 1. Learners form convenient groups.
- 2. Give each group a number chart/Bingo grid

4	1	6
5	7	40
3	16	13
10	14	2
42	19	36
18	25	35

- 3. Groups study the number chart / Bingo grid
- 4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.
- 5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.

DEBRIEFING

Display a number chart with numbers between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 18 and identify numbers above, below, to the right or to the left etc.

24	48	75	12
16	18	86	40
115	259	134	529
203	325	719	686
685	915	982	827

Differentiated Lessons Low Ability Learners

• Have learners sit in groups. Give each group a 4 by 4 grid. The leader selects a number from 1 to 50 and the rest describe

What new things have you learned today?

Learning progress voting:
Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

- I. How was the game? What makes it so?
- High Ability Learners

different ways.

with more examples

- 2. How were you able to identify the numbers mentioned?
- Hand out 1000 number charts. In their

the position of that number.

3. Has there been a situation in your life where you have to identify something and it position? How did you do it?

various groups, they select a leader, who circles a number. One after the other

Share lesson indicator and

treat key words with learner.

circles a number. One after the other, they describe the position of that number in

Assessment: have learners to practice

- Friday
- 1. Learners form convenient groups.
- 2. Give each group a number chart/Bingo grid

4	1	6
5	7	40
3	16	13
10	14	2
42	19	36
18	25	35

Display a number chart with numbers between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 18 and identify numbers above, below, to the right or to the left etc.

24	48	75	12
16	18	86	40
115	259	134	529
203	325	719	686
685	915	982	827

What new things have you learned today?

Learning progress voting:
Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

- 3. Groups study the number chart / Bingo grid
- 4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.
- 5. Learners identify the numbers around the number that has been cross out and tell the

relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.

DEBRIEFING

- I. How was the game? What makes it so?
- 2. How were you able to identify the numbers mentioned?
- 3. Has there been a situation in your life where you have to identify something and it position? How did you do it?

Share lesson indicator and treat key words with learner .

Differentiated Lessons Low Ability Learners

• Have learners sit in groups. Give each group a 4 by 4 grid. The leader selects a number from 1 to 50 and the rest describe the position of that number.

High Ability Learners

• Hand out 1000 number charts. In their various groups, they select a leader, who circles a number. One after the other, they describe the position of that number in 3 different ways.

Assessment: have learners to practice with more examples

Vetted by :	Signature:	Date :

SUBJECT: SCIENCE CLASS: TWO

Week Ending:	4th February, 2022	2				Class	size:
Day:					Date:		
Monday, 60 mi	Monday, 60 minutes				31st J	anuary	, 2022
Thursday, 60 m	inutes				3rd Fe	bruary	, 2022
Period :					Lessor	า :	
2					1 of 2		
2					2 of 2		
Strand : DIVERS	SITY OF MATTER			Sub-st	rand:	LIVING	AND NON-LIVING THINGS
Indicator (code)		B2.1.1	.2.2			
Content standa	rd (code)		B2.1.1	.2.2			
Performance In			enviro	nment	into liv	ing and	ings collected from the dinon-living things.
	icies: Creativity and Critical Thinking an			on and	Collabo	oration	Personal Development
Keywords			Grow, Move, living, non-living				
T. L .R. (s)			pictures of common living and non-living things.				
Def		Caiamaa ayyyiayiiy	Uprooted plants and small animals such as insects.				
Ref:	Dhana 1.	Science curriculu					
DAY	Phase 1: Starter					ina	Phase 3: Plenary / Reflections
	(preparing the br	ain	(new learning including assessment)			ırıg	Plenary / Reflections
	for learning)	airi	assessifiently				
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat		of various living and non-living things. • Go on a nature walk, observe and collect things from the environment. you learned to describe the control of th		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.		
	for all the key wo DEBRIEFING: •How did you fee game?		to sort out things into			Independent Activity/ Homework:	

•What new words did you learn? collected from the •How does it feel to win? environment). •What will you do next time to win? Differentiated learning Ask stronger learners to answer some questions Share lesson indicator and treat first and then let learners key words with learner who are struggling answer similar questions. Share lesson indicator and treat • Pair up stronger and key words with learner. weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners group things collected from the environment into living and non-living things Thursday, 60 Play the HOT SEAT game using the What new things have Learners bring pictures key words. you learned today? of various living and non-Select a learner to sit facing the living things. other learners with their back to Learning progress voting: • In groups learners work the board where you write the Ask learners to show by to sort out things into keywords for learners to describe their fingers of 5 or 3 or 1 living and non-living what the word means or does and as to those 'who really the learner in the HOT SEAT has things (based on the got it', 'got some of it' or to guess what the word is. Repeat didn't get it' respectively. pictures and items for all the key words collected from the Independent Activity/

DEBRIEFING:

minutes

- •How did you feel during the game?
- •What new words did you learn?
- environment).
- Learners give reasons for their groupings.

Differentiated learning

Homework:

•How does it feel to win? Ask stronger learners to •What will you do next time to answer some questions win? first and then let learners who are struggling answer similar questions. Share lesson indicator and treat • Pair up stronger and key words with learner weaker learners so that stronger learners can Share lesson indicator and treat help weaker ones. key words with learner. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners group things collected from the environment into living and non-living things

/etted by :	Signature:	Date :
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Ending:	4th February, 2022			Class size:			
Day:			Date:				
Tuesday, 60 m	inutes		1st February, 2022				
Thursday, 60 minutes			3rd Fe	bruary, 2022			
Period :			Lesson	ı:			
2			1 of 2				
2			2 of 2				
Strand : ALL A	BOUT US		Sub-strand:	My Family and the Community			
Indicator (cod	e)	B2.1.3.	1.1				
Content stand	ard (code)	B2.1.3.	1.				
Performance I	ndicator	Learnei	rs can identif	y the role and responsibilities of the			
		individu	ual members	of the family			
	ncies: Creativity and Innovation Com		on and Collal	ooration Personal Development			
and Leadership	p Critical Thinking and Problem Solving	g.					
Keywords				Role, chores, security, routine, prompted, functions,			
			commanded, errands, various Pictures, videos and drawings showing the various				
				•			
2.6	0.00		members of the family, charts, computer, projector, ople curriculum Page				
Ref:	Our World Our Po	eopie ci	arriculum Pa	age			
DAY	Phase 1:	Phase 2	2: Main	Phase 3:			
	Starter	-	arning includ	ling Plenary / Reflections			
	(preparing the brain	assessn	nent)				
	for learning)						
Tuesday	Play the HOT SEAT game using the		rs, in groups,				
	key words.		heir roles an				
	Select a learner to sit facing the other learners with their back to		their parent	s in Learning progress voting:			
	the board where you write the	the fan	-	Ask learners to show by			
	keywords for learners to describe		its: Provision	of their fingers of 5 or 3 or 1 as			
	what the word means or does and		, food, securi	to those 'who really got it',			
	the learner in the HOT SEAT has to		ucation.	'got some of it' or didn't get			
	guess what the word is. Repeat for		ren: running	it' respectively.			
	all the key words		s, performing	Independent Activity/			
		house o	chores, etc.	Homework:			

DEBRIEFING: Differentiated learning How did you feel during the Ask stronger learners to game? answer some questions •What new words did you learn? first and then let •How does it feel to win? learners who are •What will you do next time to struggling win? answer similar questions. Share lesson indicator and treat Pair up stronger and key words with learner weaker learners so that stronger learners can help weaker ones. Share lesson indicator and treat • Use the remedial key words with learner. activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: Let learners their roles and roles of their parents in the family: Thursday Play the HOT SEAT game using the Learners role play the What new things have you key words. learned today? functions of the various Select a learner to sit facing the members in the family, other learners with their back to Learning progress voting: e.g. learners play the the board where you write the Ask learners to show by role of a father, mother, keywords for learners to describe their fingers of 5 or 3 or 1 as etc. what the word means or does and to those 'who really got it', the learner in the HOT SEAT has to Teacher encourages 'got some of it' or didn't get guess what the word is. Repeat for it' respectively. learners to undertake all the key words their routine Independent Activity/ responsibilities without Homework: being commanded or **DEBRIEFING:** prompted. How did you feel during the game? Differentiated learning •What new words did you learn? •How does it feel to win? Ask stronger learners to answer some questions

 What will you do next time to 	first and then let	
win?	learners who are	
	struggling	
Share lesson indicator and treat	answer similar	
key words with learner	questions.	
key words with learner	 Pair up stronger and 	
	weaker learners so that	
Share lesson indicator and treat	stronger learners can	
key words with learner .	help weaker ones.	
	 Use the remedial 	
	activities as practice for	
	learners	
	who struggle, and the	
	extension activities for	
	those learners who	
	need more of a	
	challenge	
	Assessment: Let	
	learners mention the	
7	role and responsibilities	
	of the individual	
	members of the family	

Vetted by :	Signature:	Date :
vetted by	316114141161	Date :

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Ending	g: 4th February, 20	22			Class size:			
Day:				Dat	te:			
Friday, 60 mi	inutes			4th February, 2022				
Period :				Lesson:				
2				1 of	1			
Strand: MO	TOR SKILL AND MOV	EMENT	Sub-strar	nd : L	OCOMOTOR, SKILLS			
PATTERNS								
Indicator (code) B2.1.1.1.3								
Content star		B2.1.1.1.						
Performance			an Identif	v the	right and left sides of	the body and movement		
		from right		,	or righte und to order or	the sour and movement		
Core Compe	tencies: Creativity ar			ınica	tion and Collaboration F	Personal Development and		
Leadership C	Critical Thinking and F	Problem Sol	ving.			·		
					7			
Keywords								
T D (a)								
T. L .R. (s)	DE gueriaulum. Dag	cones						
Ref:	PE curriculum Pag	ge						
DAY	Phase 1:	Phase 2: N	⁄lain			Phase 3:		
	Starter	(new learr	ning includ	ing	assessment)	Plenary / Reflections		
	(preparing the brain							
	for learning)							
Friday	Learners jog round	Learners i	dentify the	eir le	ft side and the right	What have we learnt		
	a demarcated area	side. Play	music and	as th	ney dance signal them	today?		
	in files while	by mentioning either left side or right side for						
	singing and	them to m	ove towai	rd th	at direction. Let	Use answers to		
	clapping to warm-	learners re	eact to the	sign	al with fun and	summarise the lesson.		
	up the body for	enjoymen	t					
	maximal							
	performance and							
	to prevent injuries							

Vetted by :	Signature:	Date :
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending:	4th February, 202	22			Class s	ize:		
Day:				Date :				
Friday, 60 minut	60 minutes			4th Fe	4th February, 2022			
Period :				Lesson	:			
2				1 of 1				
Strand : God, Hi	s Creation and At	tributes		Sub-strand: The	ne Enviro	onment		
Indicator (code)			B2.1.2.1	.1:				
Content standa			B2.1.2.1					
Performance In	dicator		Learner	s can explain th	e impor	tance of the environment.		
Core Competen	cies: Creativity an	d Innovation Co	mmunica	tion and Collabo	oration F	Personal Development		
and Leadership	Critical Thinking a	nd Problem Solv	ing.					
Vernoerde			T	1/2,				
Keywords				7				
T. L .R. (s)			Pictures					
Ref: RME curriculum			n Page					
DAY	Phase 1:		Phase 2: Main			Phase 3:		
	Starter		(new learning including			Plenary / Reflections		
	(preparing the b	orain	assessment)					
	for learning)		- I I C.I					
Friday	Play the HOT SE	AT game using	Take a nature walk of the			What new things have		
	the key words. Select a learner	to sit facing	school environment with			you learned today?		
	the other learne	_	God created): trees, stones, learne			Learning progress		
	back to the boar	rd where you				voting: Ask		
	write the keywo					learners to show by their		
	learners to desc			, ,		fingers of 5 or 3 or 1 as		
word means or does and the						to those 'who really got it', 'got some of it' or		
learner in the HOT SEAT has to guess what the word is. Repeat			Cars, tal	ries, ciidiis, elc		didn't get it'		
	for all the key words			Differentiated learning respectively.				
				inger learners to				
	DEDE::::			some questions		Independent Activity/		
	DEBRIEFING:	ool during the		then let learne		Homework:		
	•How did you fe game?	eer during the		struggling				
	Parine:							

	What new words did you	answer similar questions.	
	learn?	Pair up stronger and	
	•How does it feel to win?	weaker learners so that	
	•What will you do next time to	stronger learners can help	
	win?	weaker ones.	
		Use the remedial activities	
	Share lesson indicator and	as practice for learners	
	treat key words with learner	who struggle, and the	
		extension activities for	
	Chanalassa indiastan and	those learners who need	
	Share lesson indicator and treat key words with learner .	more of a challenge	
	treat key words with learner.		
		Assessment: let learners	
		mention things of natural	
		existence and things created	
		by human beings	
etted by :		Signature:	Date :
		Y	
	- Or		
	Θ_{I}		

Vetted by : Date : Signature:

SUBJECT: HISTORY CLASS: TWO

Week Ending	: 4th February, 20)22				Class size:	
Day:					Date:		
Tuesday, 60 n	ninutes				1st February, 2022		
Thursday, 60 minutes					3rd Fe	bruary, 2022	2
Period :					Lessor	:	
2					1 of 2		
2					2 of 2		
Strand : My C	Country Ghana			Sub-sti	rand : T	ne People O	f Ghana
Indicator (cod	de)		B2.2.1.2	l.1			
Content stand	dard (code)		B2.2.1.3	L.		\sim	
Performance	Indicator		Learner	s can Id	entify t	he ethnic gr	roups in each region in
			Ghana	1			
-	=			ation ar	id Collal	ooration Per	sonal Development
and Leadersh	ip Critical Thinking	and Problem Sol	lving.				
Keywords			lunar, ancestors, mourning, prophet, harvest, Islam, stool				
Reywords			house, alcohol				
T. I. D. (c)			Pictures or a documentary of the festivals				
T. L .R. (s)						•	groups in Ghana
Ref:		History curricu					
i.c		Thistory curricu	iaiii i ag				
DAY	Phase 1:		Phase 2	: Main		Pha	 se 3:
	Starter		(new learning including				nary / Reflections
	(preparing the	orain	assessment)				• •
	for learning)						
Tuesday	Play the HOT SI	AT game using	With the aid of a			Wha	at new things have you
	the key words.		slide/video/TV/internet, learned today?				ned today?
Select a learner to sit facing			identify the regions and				
the other learners with their back to the board where you			ethnic groups in Ghana			rning progress voting: learners to show by	
	write the keyw	•	D:ttowo	المحددة			r fingers of 5 or 3 or 1
	learners to des			ntiated le onger lea	_		o those 'who really got
word means or does and the			some qu		i+'	'got some of it' or	
	learner in the F			then le		l didr	n't get it' respectively.
	to guess what t		who are	e struggl	ing	1.00	lanandant Astivitus
	Repeat for all the	ie key words	answer	similar o	question	10	lependent Activity/ nework:
			I			11011	TO VV OT IX.

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners mention the ethnic groups in each region in Ghana

Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is.

Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

With the aid of a slide/video/TV/internet, identify the regions and ethnic groups in Ghana

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners mention the ethnic groups in each region in Ghana

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

etted by :	Signature:	Date :

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending	: 4th February, 2022				Class si	ze:
Day:				Date :		
Monday, 60 minutes			31st January, 2022			
Wednesday, 6	60 minutes			2nd Fe	bruary,	2022
Period :				Lesson	:	
2				1 of 2		
2				2 of 2		
Strand : VISU	AL ARTS		Sub-strand : Planning, Making and Composing			
Indicator (cod	le)	B2 1.2.2	2.1		//	
Content stand	dard (code)	B2 1.2.2	2.	9		
Performance	Indicator	Learner	s can Ge	nerate i	deas to r	make own artworks based
		on visu	al artwo	rks that	reflect t	the history and culture of
		people	in other	commu	nities in	Ghana
and Leadershi	encies: Creativity and Innovation Co ip Critical Thinking and Problem Solv		ation and	l Collabo	oration P	ersonal Development
Keywords						
T. L .R. (s)			5			
Ref:	Creative Arts cu	urriculum	1			
DAY	Phase 1:	Phase 2	: Main			Phase 3:
	Starter (preparing the brain for learning)	(new le assessn	arning in nent)	cluding		Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	artwork found in share feature product commuctary postbaskets	storm on as that are to other prideas about the standard or founities in as, straw the standard or founities in the standard or foun	re produ parts of Cout the visual ari and in th Ghana (and can and prin	Ghana; tworks ose e.g. e	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

wood carvings, glass and stone Independent Activity/ **DEBRIEFING:** Homework: beads, jewellery); How did you feel during the make outline drawings to game? define those visual artworks •What new words did you learn? Assessment: let learners write •How does it feel to win? ideas to make their own What will you do next time to win? artworks based on visual artworks that reflect the Share lesson indicator and history and culture of people treat key words with learner in other communities in Ghana Share lesson indicator and treat key words with learner. Wednesday Play the HOT SEAT game using Learners are to What new things have the key words. you learned today? use ideas they have gathered Select a learner to sit facing about visual artworks made or the other learners with their Learning progress found in other communities to back to the board where you voting: Ask plan own artworks that reflect write the keywords for learners to show by the history and culture of learners to describe what the their fingers of 5 or 3 or people in the ident word means or does and the 1 as to those 'who really learner in the HOT SEAT has to ified Ghanaian communities. got it', 'got some of it' guess what the word is. Repeat or didn't get it' for all the key words respectively. Assessment: let learners write ideas to make their own Independent Activity/ artworks based on visual **DEBRIEFING:** Homework: artworks that reflect the • How did you feel during the history and culture of people game? •What new words did you in other communities in Ghana •How does it feel to win? What will you do next time to win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner.

اVetted b	/:	Signature:	Date:

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending:						Class	size:	
Day :					Date	:		
Period :					Lesso	on :		
2					1 of 1	1		
2					1 of 1	1	- //	
2					1 of 1	1	<i>(</i>),	
Strand:				Sub-st	trand	1:		
Oral Language				Listeni	ing ar	nd Stoi	y Telling	
				Drama	atisat	ion an	d Role Play	
Indicator (code	e)		B2.1.	4.1.2		B2.1.4	.1.3. B2.1.5.1.1	
Content standard (code)			B2.1.	4.1.		B2.1.4	.1. B2.1.5.1.	
Leadership Crit				story Learr Learr discu	r. ners s ners s iss ke	should should ey issue	recognise the morals/vadramatise part of the st dramatise a story a stor is and lessons in the ske oration Personal Develo	ory ry and tch
Keywords)						
T. L .R. (s)		Manila cards, markers, recorded audios visual						
Ref:		Ghanaian Langu	iage (curricul	um			
DAY	Phase 1:		Phase	e 2: Ma	in		Phase 3:	
	Starter		•	learnin	ıg		Plenary / Reflections	
	(preparing the b	rain	inclu	_				
	for learning)			sment)				
	Cover Up Learners in conv	enient groups.	story	l an inte ow video			What new things have today?	
	1. Write a word	on the board.	inter	esting s	tory.		Learning progress votin Ask learners to show by	_

- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

• Discuss with learners the morals/values in the story they have heard or watched

Assessment: let learners identify the morals/values in a story

fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink

- Let learners watch the video again.
- Assign roles to them and let them dramatise the first three scenes.
- Direct learners to dramatise the story

Assessment: let learners dramatise part of the story

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

The team that is able to read and write more words becomes the winner.

DEBRIEFING:

win next time?

What did you like about the game?
What did you dislike about the game?
What must your team do to

Share lesson indicator and treat key words with learner.

Cover Up

Learners in convenient groups.

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

- Tell or read an interesting story to learners.
- Lead learners to discuss the story in groups.
- Call the groups to tell the class their thoughts on the story.
- Assign roles to learners.
- Direct learners to dramatise the story.
- Lead learners through discussions to recognise key issues and lessons in the story.

Assessment: let learners dramatise a story a story and indicate key issues and lessons in the sketch

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

WHATSAPP ONLY	0245350591		
	Share lesson indicator and treat key words with learner.		
	,		
Vetted by :		Signature:	 Date :



SEMESTER ONE BASIC TWO WEEK 4

MANA FILLER



WEEK FOUR: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending: 11th February, 2022	Class size:
Day:	Date :
Monday, 60 minutes	7th February, 2022
Tuesday, 60 minutes	8th February, 2022
Wednesday, 60 minutes	9th February, 2022
Thursday, 60 minutes	10th February, 2022
Friday, 60 minutes	11th February, 2022
Period :	Lesson:
2	1 of 1
Strand :	Sub-strand :
A. Oral Language	A. Story Telling
B. Reading	B. Word Families-Rhyming Endings and
C. Writing	Common Digraph
D. Using Writing Conventions	C. Writing Letters – Small and Capital
E. Extensive Reading	D. Using Punctuation
	E. Building The Love and Culture of Reading
Indicator (code)	B2.1.4.1.1 B2.2.3.1.1 B2.4.3.1.1 B2.5.2.1.1.
	B2.6.1.1.1
Content standard (code)	B2.1.4.1. B2.2.3.1. B2.4.3.1. B2.5.2.1. B2.6.1.1.
Performance Indicator	A. Learners can identify characters in a story and
	relate them to real life situations
	B. Learners can use common rhyming/endings to
	decode simple words
	C. Learners can copy words in lower and upper case
	using correct spacing
	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

	icies: Creativity and In Critical Thinking and F			oration Personal Development	
Keywords					
T. L .R. (s)			Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Ref:		English Lang	uage curriculum Page		
DAY	Phase 1: Starter (preparing the for learning) Learners watch as story /folkt (Intersperse the	h/listen to ale.	Phase 2: Main (new learning including assessment) A. ORAL LANGAUGE • Choose a story from learners' background.	Phase 3: Plenary / Reflections What new things have you learned today?	
	with songs and DEBRIEFING: Who were the in the story? Which part of do you like? What lessons of learn from the How will you a good moral lest your life? Share lesson in and treat key where is the story?	characters the story did you story? apply the sson in	 Tell the story with appropriate actions, gestures, facial expressions, etc. Have learners retell the story and answer questions on it. Let learners say whether or not they have enjoyed the story and why. Put learners into groups to identify the characters and their actions and relate them to real life situations. Assessment: let	Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	
			learners identify characters in a story and relate them to real life situations		

Tuesday

Onset and Rime Game

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink

The team that is able to read and write more words becomes the winner.

DEBRIEFING
What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

B.READING

- Introduce learners to simple word formation by changing the beginning letter of words.
- e.g. pan, man, fan (You may use a phonic slide to give practice).
- Have learners build on these rhyming endings.
- In groups, let learners read out their words.
- Have learners form sentences with these rhyming words.

Differentiated learning
Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners use common rhyming/endings to decode simple words

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Wednesday

Writing Chain

(Penmanship activity)

Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)

When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns. When the last member finishes in each group, he/she shouts 'Bingo!'

DEBRIEFING:

How did you help your team to win the game?

What objects in the classroom look like the strokes you traced?

Share lesson indicator and treat key words with learner.

C. WRITING

- Let learners write letters, both in upper and lower cases.
- Copy words from learners' reading book on the board as learners observe.
- Let learners take turns to read out words from the list.
- Draw attention to appropriate spelling and alignment of letters.
- Let learners copy the words. Let them check correct spelling, formation of letters and spacing.

Differentiated learning
Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners copy words in

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

WHATSAPP ONLY U		lower and upper case using correct spacing	
Thursday	Writing Chain (Penmanship activity) Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter) When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns. When the last member finishes in each group, he/she shouts 'Bingo!' DEBRIEFING: How did you help your team to win the game? What objects in the classroom look like the strokes you traced? Share lesson indicator and treat key words with learner.	D.WRITING CONVENTIONS AND GRAMMAR USAGE Have learners look at sentences in their class readers to observe how they begin and end. Demonstrate placing a full stop (.) at the end of a sentence. Let learners copy and punctuate sentences with full stop. Present the question mark similarly. Assessment: let learners use full stops at the end of sentences and question marks at the end of questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:
Friday	Cover Up Learners in convenient groups.	E.EXTENSIVE READING Use the Author's chair to introduce the reading/library time.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game.

4. Run your finger under

Assessment
What did you like about
the game?
What did you dislike
about the game?
What must your team do
to win next time?

Share lesson indicator and treat key words with learner.

- Have a variety of age and level-appropriate books for learners to make a choice.
- Introduce narratives, pop-up and flip-the-page texts to learners.
- Introduce e-books to learners, if available.
- For each reading session, guide learners to select books.

Assessment: let learners read a variety of age and level-appropriate books and texts from print

'who really got it', 'got some of it' or didn't get it' respectively.

Vetted by : Si	ignature:	Date:

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending:	11th February,	2022				Class si	ze:
Day:					Date :		
Monday, 60 minutes			7th February, 2022				
Tuesday, 60 minutes			8th Feb	ruary, 20	022		
Wednesday, 6	0 minutes				9th Feb	ruary, 20	022
Thursday, 60 i	minutes				10th Fe	bruary, 2	2022
Friday, 60 min	utes				11th Fe	bruary, 2	2022
Period :					Lesson	:	
2					1 of 5		
2					2 of 5		
2					3 of 5		
2					4 of 5		
2					5 of 5		
Strand: NUM	BER			Sub-stra	nd : Cou	nting, Re	presentation, Cardinality &
				Ordinali	ty		
Indicator (cod	le)		B2.1.1.1	3			
Content stand	dard (code)		B2.1.1.1				
Performance	Indicator		Learners can use number names and non-standard units (marked				
		,	10s and 1s) for measuring (lengths and volumes) to count to find				
			out "how long or how much?" up to 999				
-			tion Communication and Collaboration Personal Development				
and Leadershi	p Critical Thinkii	ng and Proble	em Solving	g.			
Vormondo		//>/	Longth	foot longt	th arm cr	aan ban	d coop stride
Keywords		7,	Length, foot length, arm span, hand span, stride.				
T. L .R. (s)			Calibrated sticks, straws, pencils, crayons, paper clips.				
Ref:		Mathemati	cs curriculum Page				
		Wathemati	cs carrica	iaiii Tage	-		
DAY	Phase 1:		Phase 2	: Main			Phase 3:
	Starter (new learning in		arning incl	luding		Plenary / Reflections	
(preparing the brain assessment)		_			,,		
	for learning)		,				
,		Have learners use their feet,		et,	What new things have you		
		strides, arms, hand-span and learned today?					
	numbers on	a ball using		t materials			
	a marker.			ds to find		_	Learning progress voting:
			table, w	indow an	d door fr	ames	Ask learners to show by

- 2. Learners bounce or throw the ball to other learners and have them mention the number they see first.
- 3. Learners
 bounces/throw the ball
 to another learner, who
 does same by adding the
 number he/she sees to
 the number of the first
 learner.

DEBRIEFING

- 1. How did you find the game?
- 2. How difficult/easy was it adding your number to your friends number?
- 3. What were some of the numbers you heard your friends calling out?

Share lesson indicator and treat key words with learner

etc., by counting the number of times their feet, hand-span and referent materials is able to do this

Differentiated Lessons Low Ability Learners

learner.
Working in pairs, have learners measure
the length and width of their exercise

Give out paper clips to each

High Ability Learners:

books.

• Give out sticks marked 10s to learners in their groups. They measure the length and width of the school compound. They tell the class the number of times they used the stick to measure

Assessment: have learners to practice with more examples

their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Tuesday

- 1. Learners write numbers on a ball using a marker.
- 2. Learners bounce or throw the ball to other learners and have them mention the number they see first.
- 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.

DEBRIEFING

Have learners use their feet, strides, arms, hand-span and referent materials such as sticks or threads to find how long a table, window and door frames etc., by counting the number of times their feet, hand-span and referent materials is able to do this

Differentiated Lessons Low Ability Learners

 Give out paper clips to each learner.
 Working in pairs, have learners

measure
the length and width of their
exercise

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

1. How did you find the books. game? High Ability Learners: 2. How difficult/easy • Give out sticks marked 10s to was it adding your learners in number to your friends their groups. They measure the number? length and 3. What were some of width of the school compound. the numbers you heard They tell the your friends calling out? class the number of times they used the stick to measure Share lesson indicator and treat key words Assessment: have learners to with learner practice with more examples Wednesday Have learners use their feet, What new things have you 1. Learners write strides, arms, hand-span and learned today? numbers on a ball using referent materials such as sticks a marker. or threads to find how long a Learning progress voting: 2. Learners bounce or table, window and door frames Ask learners to show by throw the ball to other etc., by counting the number of their fingers of 5 or 3 or 1 learners and have them times their feet, hand-span and as to those 'who really got mention the number referent materials is able to do it', 'got some of it' or they see first. this didn't get it' respectively. 3. Learners bounces/throw the ball **Differentiated Lessons** Independent Activity/ to another learner, who Low Ability Learners Homework: does same by adding the Working in pairs, learners use number he/she sees to their pointing the number of the first finger to measure the lengths and widths of learner. their Maths Learner's Book. DEBRIEFING 1. How did you find the High Ability Learners • In groups of four, learners use game? strides 2. How difficult/easy to measure the lengths and width was it adding your of the number to your friends school block. number? • Ask learners should use their 3. What were some of strides to the numbers you heard measure, they count to find the your friends calling out? differences in the number and justify why that differences. Example: (Some learners

WHATSAFF UNLT	Share lesson indicator and treat key words with learner	are tall and their strides are long whereas shorter learners have short strides Assessment: have learners to practice with more examples	
Thursday	1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner. DEBRIEFING 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out? Share lesson indicator and treat key words with learner	Have learners use empty container such as bottles, cups etc. to deSEMESTERine the capacity of other bigger containers by counting to find how much (the number of times) the bottles, cups etc. is able to do this Differentiated Lessons Low Ability Learners • Working in pairs, learners use their pointing finger to measure the lengths and widths of their Maths Learner's Book. High Ability Learners • In groups of four, learners use strides to measure the lengths and width of the school block. • Ask learners should use their strides to measure, they count to find the differences in the number and justify why that differences. Example: (Some learners are tall and their strides are long	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:
		whereas	

WHATSAPP ONLY (J245350591 '		
		shorter learners have short	
		strides	
		Assessment: have learners to	
		practice with more examples	
Friday		processes mannered examples	What new things have you
inaay	1. Learners write	Have learners use empty	learned today?
	numbers on a ball using	container such as bottles, cups	rearried today.
	a marker.	etc. to deSEMESTERine the	Learning progress voting:
	2. Learners bounce or	capacity of other bigger	Ask learners to show by
	throw the ball to other		-
		containers by counting to find	their fingers of 5 or 3 or 1
	learners and have them	how much (the number of times)	as to those 'who really got
	mention the number	the bottles, cups etc. is able to do	it', 'got some of it' or
	they see first.	this	didn't get it' respectively.
	3. Learners	D:(())	
	bounces/throw the ball	Differentiated Lessons	Independent Activity/
	to another learner, who	Low Ability Learners	Homework:
	does same by adding the	Give learners a tea cup and a	
	number he/she sees to	bowl.	
	the number of the first	They use the tea cup to fill the	
	learner.	bowl and	
		deSEMESTERine the number of	
	DEBRIEFING	cups that filled	
	1. How did you find the	the bowl.	
	game?		
		High Ability Learners	
	2. How difficult/easy	Give out sand, a small bowl and	
	was it adding your	a bucket.	
	number to your friends	Learners use the bowl to fill the	
	number?	bucket with	
	3. What were some of	the sand and record the number	
	the numbers you heard	of bowl	
	your friends calling out?	used	
		Assessment: have learners to	
	Share lesson indicator	practice with more examples	
	and treat key words		
	with learner		

	Vetted	by :	Signature:	Date :
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SUBJECT: SCIENCE CLASS: TWO

Week Ending: 1	.1th February, 2022					Class	size:
Day:					Date:		
Monday, 60 mi	nutes				7th February, 2022		y, 2022
Thursday, 60 mi	inutes				10th F	Februa	ry, 2022
Period :					Lessor	า :	
2					1 of 2		
2					2 of 2		
Strand: DIVERS	SITY OF MATTER			Sub-st	rand:	LIVING	AND NON-LIVING THINGS
Indicator (code))		B2.1.1	2.2			
Content standa	rd (code)		B2.1.1	2.2			
Performance In			enviro	nment	into liv	ing and	ings collected from the dinon-living things.
= ==================================	ncies: Creativity and Critical Thinking and			on and	Collabo	oration	Personal Development
Keywords			Grow, Move, living, non-living				
T. L .R. (s)			pictures of common living and non-living things. Uprooted plants and small animals such as insects.				
Ref:		Science curriculu	l i				
DAY	Phase 1:		Phase 2: Main Phase 3:			Phase 3:	
	Starter (preparing the brafor learning)	ain	(new learning including assessment)		ing	Plenary / Reflections	
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: How did you feel during the game?		 Learners bring pictures of various living and non-living things. Go on a nature walk, observe and collect things from the environment. In groups learners work to sort out things into living and non-living things (based on the pictures and items 		non- lk, work o	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	

•What new words did you learn? collected from the •How does it feel to win? environment). •What will you do next time to win? Differentiated learning Ask stronger learners to answer some questions Share lesson indicator and treat first and then let learners key words with learner who are struggling answer similar questions. Share lesson indicator and treat • Pair up stronger and key words with learner. weaker learners so that stronger learners can help weaker ones. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

> Assessment: let learners group things collected from the environment

into living and non-living things

Thursday, 60 minutes

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?

- Learners bring pictures of various living and nonliving things.
- In groups learners work to sort out things into living and non-living things (based on the pictures and items collected from the environment).
- Learners give reasons for their groupings.

Differentiated learning

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

•How does it feel to win? Ask stronger learners to •What will you do next time to answer some questions win? first and then let learners who are struggling answer similar questions. Share lesson indicator and treat • Pair up stronger and key words with learner weaker learners so that stronger learners can Share lesson indicator and treat help weaker ones. key words with learner. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners group things collected from the environment into living and non-living things

Vetted by :	 Signature:	Date:

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week: 11th Fe	ebruary, 2022		Class	size:	
Day:			Date :		
Tuesday, 60 m	inutes Ending		8th February, 2022		
Thursday, 60 n	Thursday, 60 minutes			ary, 2022	
Period :			Lesson:		
2			1 of 2		
2			2 of 2		
Strand : ALL A	BOUT US	Su	ub-strand : My Fa	amily and the Community	
Indicator (code	e)	B2.1.3.1.	.1		
Content stand	ard (code)	B2.1.3.1.			
Performance I	ndicator	Learners	can identify the	role and responsibilities of the	
		individua	al members of th	e family	
	ncies: Creativity and Innovation Comr		n and Collaborati	on Personal Development	
and Leadership	ว Critical Thinking and Problem Solvin _ย ์	g.			
		Dala aba		ting an antique for ations	
Keywords			Role, chores, security, routine, prompted, functions,		
T L D (a)		commanded, errands, various Pictures, videos and drawings showing the various			
T. L .R. (s)		-	members of the family, charts, computer, projector,		
Ref:	Our World Our D	eople curriculum Page			
Rei.	Our World Our Pi	eopie cui	ricululii Page		
DAY	Phase 1:	Phase 2:	Main	Phase 3:	
	Starter	,	rning including	Plenary / Reflections	
	(preparing the brain	assessme	ent)		
	for learning)				
Tuesday	Play the HOT SEAT game using the				
	key words. Select a learner to sit facing the		eir roles and	learned today?	
	other learners with their back to		their parents in	Learning progress voting:	
	the board where you write the	the famil	•	Ask learners to show by	
	keywords for learners to describe		s: Provision of	their fingers of 5 or 3 or 1 as	
	what the word means or does and	-	food, security	to those 'who really got it',	
	the learner in the HOT SEAT has to	and educ		'got some of it' or didn't get	
	guess what the word is. Repeat for all the key words		en: running	it' respectively.	
	an the key words	-	performing	Independent Activity/	
		nouse ch	nores, etc.	Homework:	

DEBRIEFING: Differentiated learning How did you feel during the Ask stronger learners to game? answer some questions •What new words did you learn? first and then let •How does it feel to win? learners who are •What will you do next time to struggling win? answer similar questions. Share lesson indicator and treat Pair up stronger and key words with learner weaker learners so that stronger learners can help weaker ones. Share lesson indicator and treat • Use the remedial key words with learner. activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: Let learners their roles and roles of their parents in the family: Thursday Play the HOT SEAT game using the Learners role play the What new things have you key words. learned today? functions of the various Select a learner to sit facing the members in the family, other learners with their back to Learning progress voting: e.g. learners play the the board where you write the Ask learners to show by role of a father, mother, keywords for learners to describe their fingers of 5 or 3 or 1 as etc. what the word means or does and to those 'who really got it', the learner in the HOT SEAT has to Teacher encourages 'got some of it' or didn't get guess what the word is. Repeat for it' respectively. learners to undertake all the key words their routine Independent Activity/ responsibilities without Homework: being commanded or **DEBRIEFING:** prompted. How did you feel during the game? Differentiated learning •What new words did you learn? •How does it feel to win? Ask stronger learners to answer some questions

 What will you do next time to 	first and then let
win?	learners who are
	struggling
Share lesson indicator and treat	answer similar
key words with learner	questions.
,	Pair up stronger and
	weaker learners so that
Share lesson indicator and treat	stronger learners can
key words with learner .	help weaker ones.
	Use the remedial
	activities as practice for
	learners
	who struggle, and the
	extension activities for
	those learners who
	need more of a
	challenge
	Assessment: Let
	learners mention the
7	role and responsibilities
	of the individual
	members of the family

	. \			
Vetted by	ı ·	Sig	gnature:	Date:
vetted by	·	ع ال	511atal C	Date

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g: 11th Febru	uary, 2022		С	lass size:		
Day:				Date :			
Friday, 60 m	ninutes			11th February, 2022			
Period :				Lesso	n:		
2				1 of 1			
Strand : MC	Strand : MOTOR SKILL AND MOVEMENT Sub-str			nd : MA	NIPULATIVE SKILLS		
PATTERNS							
	1. \	D2 4 2 4 4					
Indicator (co		B2.1.2.1.1					
	ndard (code)						
Performano	e Indicator	Learners can roll	a ball from	n statioi	nary to a given point a	nd back, using hands	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving.					ersonal Development and		
Keywords				\mathcal{O}			
T. L .R. (s)		Cones	\mathcal{A}				
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding ass	sessmer	nt)	Plenary / Reflections	
	(preparing						
	the brain	Al.					
	for						
	learning)	4.6	.1 1 .1				
Friday	Learners		_	•	eral and specific warm	What new things have you learned today?	
	jog round a	ups, learners den				you learned today:	
	demarcate	stationary using h		_		Learning progress	
	d area in bending the trunk forward					voting: Ask	
	files while	the ball. Roll the ball forward point to another (from walkin running.) Guide learners to pr			_	learners to show by	
	singing and					their fingers of 5 or 3 or	
	clapping to		earners to	practic	e muividually and in	1 as to those 'who really got it', 'got some	
warm-up groups.				of it' or didn't get it'			
	the body for	Observe them ar	actice at th	hoir ou	n nace and give	respectively.	
	maximal	Observe them pro			n pace and give II mastery. Learners	, ,	
	IIIaXIIIIdI	corrective reedba	ווטו נטוו	TECL SKII	ii iiiastery. Leafflefs		

performan	can further use bats or sticks to roll the ball to challenge	Independent Activity/
ce and to	the fast learners.	Homework:
prevent	Organise a mini game for learners for fun and	
injuries	enjoyment to prevent boredom. Take learners through	
	cool down activities to end the lesson.	

Vetted by :	Signature:		Date :
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending: 1	.1th February, 20)22			Class	size:	
Day:				Dat	te :		
Friday, 60 minutes			11th February, 2022			y, 2022	
Period :				Les	son :		
2				1 0	f 1		
Strand : God, H	is Creation and A	ttributes		Sub-strand	: The Envir	onment	
Indicator (code)		B2.1.2.:	1.1:			
Content standa	rd (code)		B2.1.2.	1.	. \		
Performance In	dicator		Learner	s can explain	the impor	tance of the environment.	
	icies: Creativity a Critical Thinking		Communication and Collaboration Personal Development Solving.			Personal Development	
T. L .R. (s)			Picture:	5)			
Ref:		RME curricului					
DAY	Phase 1: Starter (preparing the for learning)	brain	Phase 2 (new le assessn	arning includi	ing	Phase 3: Plenary / Reflections	
Friday	Play the HOT SI using the key we Select a learner the other learn back to the boar write the keywelearners to desemble word means or learner in the Hoto guess what the Repeat for all the DEBRIEFING: • How did you fingame?	rords. To sit facing ers with their ord where you ords for cribe what the does and the HOT SEAT has he word is. The key words	In groups, let learners examine things made by humankind and identify the materials used in making the things Guide learners to talk about the importance of the environment. (survival of God's creation depends on the environment): air, food, water, shelter, etc. Differentiated learning Ask stronger learners to answer some questions		Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.		

•What new words did you first and then let learners who learn? are struggling •How does it feel to win? answer similar questions. •What will you do next time • Pair up stronger and weaker to win? learners so that stronger learners can help Share lesson indicator and weaker ones. treat key words with learner • Use the remedial activities as practice for learners who struggle, and the extension Share lesson indicator and activities for treat key words with learner. those learners who need more of a challenge Assessment: let learners explain the importance of the environment

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/61160 01	/ :	Signature:	Date :

SUBJECT: HISTORY CLASS: TWO

Week: 11th February, 2022				Class size:	
Day:			Date :		
Tuesday, 60 minutes Ending			8th February, 2022		
Thursday, 60	minutes		10th	February, 2022	
Period :			Less	on :	
2			1 of	2	
2			2 of	2	
Strand : My (Country Ghana	Sub-	stran	d: The People Of Ghana	
Indicator (co	de)	B2.2.1.1.1			
Content stan	dard (code)	B2.2.1.1.			
Performance	Indicator		an ide	entify the ethnic groups in each region	
Coro Compot	encies: Creativity and Innovation Commu	in Ghana	rd Call	aharation Parcanal Davalanment	
	ip Critical Thinking and Problem Solving.	inication an	id Coll	aboration Personal Development	
Keywords		lunar, ancestors, mourning, prophet, harvest, Islam,			
		stool house, alcohol			
T. L .R. (s)		Pictures or a documentary of the festivals			
		and celebrations of different ethnic groups in Ghana			
Ref: History curriculum		n Page			
DAY	Phase 1:	Phase 2: N	/lain	Phase 3:	
	Starter	(new learr	ning	Plenary / Reflections	
	(preparing the brain	including			
	for learning)	assessmer	nt)		
Tuesday	Play the HOT SEAT game using the	Match the	e ethn	ic What new things have you	
	key words.	groups wit	th the	ir learned today?	
	Select a learner to sit facing the	region.			
	other learners with their back to			Learning progress voting:	
	the board where you write the	Differentia	ated	Ask learners to show by their	
	keywords for learners to describe what the word means or does and	learning		fingers of 5 or 3 or 1 as to those 'who really got it', 'got	
	the learner in the HOT SEAT has to	Ask strong		same of it' or didn't got it'	
	guess what the word is. Repeat for	learners to		rospoctivoly	
	all the key words	some que:		·	
	,	first and th		I Independent Activity/	
		learners w struggling		Homework:	
	DEBRIEFING:	Ju uggiiiig			

•How did you feel during the game? answer similar •What new words did you learn? auestions. •How does it feel to win? • Pair up stronger •What will you do next time to win? and weaker learners so that stronger learners Share lesson indicator and treat key can help weaker words with learner ones. Use the remedial activities as Share lesson indicator and treat key practice for words with learner. learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners match the ethnic groups in each region in Ghana Thursday Play the HOT SEAT game using the Match the ethnic What new things have you key words. learned today? groups with their Select a learner to sit facing the region. other learners with their back to Learning progress voting: Ask learners to show by their the board where you write the keywords for learners to describe fingers of 5 or 3 or 1 as to Differentiated what the word means or does and those 'who really got it', 'got learning the learner in the HOT SEAT has to some of it' or didn't get it' Ask stronger guess what the word is. Repeat for respectively. learners to answer all the key words some questions Independent Activity/ first and then let Homework: learners who are **DEBRIEFING:** struggling •How did you feel during the game? answer similar •What new words did you learn? questions. •How does it feel to win? • Pair up stronger •What will you do next time to win? and weaker learners so that Share lesson indicator and treat key words with learner

		stronger learners
	Share lesson indicator and treat key	can help weaker
	words with learner .	ones.
		Use the remedial
		activities as
		practice for
		learners
		who struggle, and
		the extension
		activities for
		those learners who
		need more of a
		challenge
		Assessment: let
		learners match the
		ethnic groups in
		each region in
		Ghana
etted by :	Się	nature: Date :
	/\ \	
	13.	

Vetted by		Cignoturo	Data
verted by	/	Signature:	Date

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending: 1	1th February, 2022				Class siz	ze:
Day:				Date:		
Monday, 60 mi	nutes		7th February, 2022			
Wednesday, 60 minutes				9th Fe	bruary, 2	2022
Period :				Lesson	:	
2				1 of 2		
2				2 of 2		
Strand : PERFOR	RMING ARTS		Sub-st	rand : Pl	anning, I	Making and Composing
Indicator (code)		B2 2.2.2	.1			
Content standa	rd (code)	B2 2.2.2		()	<u>)</u>	
Performance In	dicator	Learner	s can	generat	e ideas	to create own artworks
		based c	n perf	orming	artworks	s that reflect the history
		and cult	ure of	people i	n other (Ghanaian communities
	cies: Creativity and Innovation Com Critical Thinking and Problem Solvin		on and	l Collabo	ration P	ersonal Development
Keywords						
T. L .R. (s)		Pictures	,			
Ref:	Creative Arts cu	ırriculum				
DAY	Phase 1:	Phase 2	: Main			Phase 3:
	Starter (preparing the brain for learning)	(new lea	_	including	8	Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	are prod in other	images ling art duced of parts of own ion sing own r dram atified p	s of tworks the or perfor of Ghana deas for vn music a based	nat rmed a; on ing	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Assessment: let learners Independent Activity/ DEBRIEFING: Homework: write ideas to create own How did you feel during the artworks based on game? performing artworks that •What new words did you reflect the history and learn? culture of people in other •How does it feel to win? Ghanaian communities •What will you do next time to win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. Wednesday Play the HOT SEAT game using Learners are to: What new things have the key words. you learned today? use ideas formed about Select a learner to sit facing the the performing artworks to other learners with their back Learning progress plan own music, dance and to the board where you write voting: drama that reflect the the keywords for learners to learners to show by their history and culture (e.g. describe what the word means fingers of 5 or 3 or 1 as customs, religion, festivals, or does and the learner in the to those 'who really got HOT SEAT has to guess what the buildings, symbols) of it', 'got some of it' or word is. Repeat for all the key didn't get it' people in those parts of words respectively. Ghana Independent Activity/ Assessment: let learners DEBRIEFING: Homework: write ideas to create own •How did you feel during the artworks based on game? What new words did you performing artworks that reflect the history and •How does it feel to win? culture of people in other What will you do next time to Ghanaian communities win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner.

/etted by :	Signature:	Date :
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SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending:					Class	size:	
Day:				Date	•		
Period :					Lesso	n :	
2					1 of 1		
2					1 of 1		
2					1 of 1	(J.
Strand:				Sub-s	trand:		
Reading				Phon	ologica	I and I	Phonemic Awareness
							d Connect Sounds)
Indicator (code	<u>- </u>		B2.2.	ackslash		.4.1.1	
Content standa			B2.2.3.1. B2.2.4.1.				
Performance Indicator			 Learners should recognise and create words with the same sounds - initial and final position Learners should blend syllables to produce simple words. 				
	ncies: Creativity and I		nmuni	cation	and Co	ollabor	ation Personal Development and
Keywords							
T. L .R. (s)		Manila cards, markers, recorded audios visual					
Ref:		Ghanaian Langu	age c	urricul	um		
DAY	Phase 1:		Phase	2: Ma	ain		Phase 3:
	Starter		(new	learnii	ng inclu	uding	Plenary / Reflections
	(preparing the bit for learning)	rain	asses	sment)		
	Cover Up		• Let	learne	rs expl	ore a	What new things have you
		rhym	e.			learned today?	
Learners in convenient groups. 1. Write a word on the board.			• Wri		ne word	ds on	Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- Lead learners to mention the words.
- Call learners to mention the words individually.
- Assist learners through discussion to recognise and create words with the same sounds in word initial and final positions.

Assessment: let learners create words with the same sounds initial and final position 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink

- Let learners explore a rhyme.
- Write some syllables on a manila card and show it to learners.
- Lead learners to read the syllables.
- Lead learners to blend syllables to produce simple words.

Assessment: let learners blend syllables to produce simple words

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

The team that is able to read and write more words becomes the winner. **DEBRIEFING:** What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner. • Let learners explore What new things have you **Cover Up** learned today? a rhyme. Learners in convenient groups. Write some syllables Learning progress voting: on a manila card and 1. Write a word on the board. Ask learners to show by their show it to learners. 2. Cover all the letters except fingers of 5 or 3 or 1 as to those Lead learners to read the first one, beginning from the 'who really got it', 'got some of the syllables. left to the right, and ask pupils to it' or didn't get it' respectively. make the sound of the letter Lead learners to which is not covered. Independent Activity/ blend syllables to 3. Do this until the sounds of all Homework: produce simple words. the individual letters have been made by pupils. Assessment: let 4. Run your finger under the learners blend syllables word for pupils to blend the to produce simple sounds to read 5. The pupil who blend the words sounds to read wins the game. **DEBRIEFING:** What did you like about the game? What did you dislike about the game? What must your team do to win next time?

WHATSAPP ONLY	0245350591		
	Share lesson indicator and treat key words with learner .		
Vetted by :		Signature:	 Date :

WANT HILLIAM ON THE SCHOOL OF THE SCHOOL OF

SEMESTER ONE BASIC TWO WEEK 5

MANA FILLER



WEEK FIVE: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending: 18th February, 2022	Class size:
Day:	Date :
Monday, 60 minutes	14th February, 2022
Tuesday, 60 minutes	15th February, 2022
Wednesday, 60 minutes	16th February, 2022
Thursday, 60 minutes	17th February, 2022
Friday, 60 minutes	18th February, 2022
Period :	Lesson:
2	1 of 1
Strand :	Sub-strand :
A. Oral Language	A. Dramatisation and Role Play
B. Reading	B. Vocabulary
C. Writing	C. Labelling Items
D. Using Writing Conventions	D. Using Punctuation
E. Extensive Reading	E. Building The Love and Culture of Reading
Indicator (code)	B2.1.5.1.1. B2.2.6.1.1. B2.4.4.1.1.
	B2.5.2.1.1. B2.6.1.1.1
Content standard (code)	B2.1.5.1. B2.2.6.1. B2.4.4.1. B2.5.2.1.
P. C. V. L. P. V. P. V. L. P. V. P. V. L. P. V. L. P. V. P. V. L. P. V. L. P. V.	B2.6.1.1.
Performance Indicator	A. Learners can dramatise/role-play stories heard or read
	B. Learners can read level-appropriate sight words
	understand and use many of them in meaningfu
	sentences
	C. Learners can draw and label objects found in their
	environment
	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
	γιιιιι

-				ration Personal Development
Keywords				
T. L .R. (s)			Word cards, sentence card manila card and a class lib	ds, letter cards, handwriting on a
Ref:	E	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the for learning)	brain	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Learners watch a s story /folkt (Intersperse th with songs and gestures) DEBRIEFING: Who were the characters in th Which part of do you like? What lessons of learn from the How will you a good moral les your life? Share lesson in and treat key w with learner.	he story? the story did you story? upply the sson in	A. ORAL LANGAUGE • Have learners select an interesting story heard or read in class. • Retell the story. • Discuss the story and have learners recall main events and characters. • Select characters and assign them roles to play. • Let learners dramatise/role-play the story. • Discuss moral values from the story. • Have learners say whether or not they have enjoyed the drama and why Assessment: let learners dramatise/role-play stories heard or read	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:
Tuesday	Word Jumble	Race	B.READING • Introduce the selected sight words, one at a	What new things have you learned today?

Write out a number of time, in context and Learning progress voting: sentences, using write them on the Ask learners to show by their different colors for each board. fingers of 5 or 3 or 1 as to sentence. have 3-5 Start from the basic those 'who really got it', 'got sentences for each words they already some of it' or didn't get it' team. know. respectively. Cut up the sentences so • Have learners repeat you have a handful of the words aloud a Independent Activity/ words. number of times. Homework: Put each sentence into a • Write the words on the board. bowl keeping each • Have learners read the separate. words in order and at Split your class into teams 3. random. Teams must now put • Use think-pair-share to their sentences in the have learners form correct order. sentences with them. **DEBRIEFING:** Differentiated learning Ask stronger learners to What did you like about the game? answer some questions first and then let What did you dislike about the game? learners who are What must your team struggling do to win next time? answer similar questions. Pair up stronger and Share lesson indicator weaker learners so that and treat key words stronger learners can with learner. help weaker ones. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners read level-appropriate sight words, understand and use many of them in meaningful sentences **Writing Chain** C. WRITING Wednesday What new things have you (Penmanship activity) Take learners round to learned today? look at charts showing labelled objects.

Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)

When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns. When the last member finishes in each group, he/she shouts 'Bingo!'

DEBRIEFING:

How did you help your team to win the game?

What objects in the classroom look like the strokes you traced?

Share lesson indicator and treat key words with learner.

- 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.).
- Let learners draw and label objects from the area studied by their group.
- Help them to edit their work particularly spelling and spacing.
- Let learners write their names under their work and post their charts on the walls of the classroom for peer review.

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners draw and label objects found in their environment

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Thursday	Writing Chain	D.WRITING	What new things have you
	(Penmanship activity)	CONVENTIONS AND	learned today?
		GRAMMAR USAGE	
	Learners in convenient	Have learners look at	Learning progress voting:
	groups e.g (Group A &	sentences in their class	Ask learners to show by their
	B) observe/ perceive a	readers to observe how	fingers of 5 or 3 or 1 as to
	card with an inscription	they begin and end.	those 'who really got it', 'got
	(a pattern or a letter)	Demonstrate placing a full stop (.) at the end of	some of it' or didn't get it' respectively.
	When signaled, the first	a sentence.	
	learner in each Group	Let learners copy and	Independent Activity/
	passes the card to the	punctuate sentences	Homework:
	next group member and at the same time writes	with full stop. • Present the question	
	or draws the same	mark similarly.	
	pattern on a sheet. They	mark Similarly.	
	all do the card passing	Assessment: let learners	
	and drawing in turns.	use full stops at the end	
	When the last member	of sentences and	
	finishes in each group,	question marks at the	
	he/she shouts 'Bingo!'	end of questions	
	DEBRIEFING:		
	How did you help your		
	team to win the game?		
	What objects in the		
	classroom look like the		
	strokes you traced?		
	oti ones you tracea,		
	Share lesson indicator		
	and treat key words		
	with learner .		
Friday	Cover Up	E.EXTENSIVE READING	What new things have you
		Use the Author's chair	learned today?
	Learners in convenient	to introduce the	
	groups.	reading/ library time.	Learning progress voting:
		Have a variety of age	Ask learners to show by their
	1. Write a word on the	and level-appropriate	fingers of 5 or 3 or 1 as to
	1. Write a word on the board.	and level-appropriate books for learners to	those 'who really got it', 'got

beginning from the left • Introduce narratives, Independent Activity/ Homework: to the right, and ask pop-up and flip-thepupils to make the page texts to learners. sound of the letter • Introduce e-books to learners, if available. which is not covered. 3. Do this until the • For each reading sounds of all the session, guide learners individual letters have to select books. been made by pupils. Assessment: let learners 4. Run your finger under the word for pupils to read a variety of age and blend the sounds to level-appropriate books read and texts from print 5. The pupil who blend the sounds to read wins the game. Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time?

Vetted by :	Signature:	Date :

Share lesson indicator and treat key words

with learner.

WEEK FIVE: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending: 18th February, 2022				Class size:			
Day:		Date :					
Monday, 60 mi	Monday, 60 minutes		14th February, 2022				
Tuesday, 60 mir	nutes				15th February, 2022		
Wednesday, 60	minutes				16th Fel	bruary, 2	022
Thursday, 60 mi	inutes				17th Fel	bruary, 2	022
Friday, 60 minu	tes				18th February, 2022		
Period :					Lesson:		
2					1 of 5	. \	
2					2 of 5		
2					3 of 5	\mathcal{O}	
2					4 of 5		
2					5 of 5		
Strand: NUMBI	ER			Sub-stra	nd : Count	ting, Rep	resentation, Cardinality &
			1	Ordinalit	У		
Indicator (code)		B2.1.1.1.4				
Content standa	rd (code)		B2.1.1.1.	<u> </u>			
Performance In	dicator		Learners	can demo	nstrate a conceptual understanding of place		
value of whole numbers between 0 and 100							
					and Collab	ooration	Personal Development
and Leadership	Critical Thinkir	ng and Proble	em Solving.				
Keywords Ones, tens, h		s. hundred	ndreds, thousands, abacus.				
T. L .R. (s)							
			up to 100				
Ref:		Mathematic	•				
matrematics carried and ruge							
DAY	Phase 1:		Phase 2: I	Phase 2: Main			Phase 3:
	Starter		(new learning including assessment) Pler		ssment)	Plenary / Reflections	
	(preparing th	e brain					
	for learning)						
Monday	Play "Making	10s".	Develop a conceptual		al unders	tanding	What new things have
	learners call a number between 0 and 1		-	of place value of whole numbers		ers	you learned today?
) by:		Landing and the second	
	which when	when added to -explain and show				Learning progress voting: Ask learners to show by	
	the initial nu	mber	their		their fingers of 5 or 3 or		
	makes 10. E.	g. 1) $2 \rightarrow 8$					

2) $6 \rightarrow 4$ 3) $1 \rightarrow 9$ 4) $5 \rightarrow$ 5

DEBRIEFING

- 1. How did you find the game?
- 2. How difficult/easy was it adding your number to the other number?
- 3. What were some of the numbers you heard out?

Share lesson indicator and treat key words with learner

- with bundles of 10s and 1s and a tens frame
- the meaning of each digit in a

2-digit number (when the two Tens

Hundred	Tens	Ones

Frame digits are

different, as well as when the two digits are the same) and representing the number in a tens frame

(Use other possible representations of place value which include manipulatives such as threaded 100s, 10s, and loose bottle caps; and multi-base ten material (units, flats and squares) with numeral cards

- -decompose or partition numbers to 1000 into hundreds, tens and ones (e.g.: 153 = 100 + 50 + 3, or 153 = 100 + 53)
- -explain why the value of a digit depends upon its placement within a numeral.

read a number by indicating the value of each digit (i.e., reading 43 as forty-three and not four three.

Differentiated Lessons Low Ability Learners

 Working in pairs, learners model these numbers using straws: 1) 26 2) 33 3)

High Ability Learners

• Learners use abacus to model these

numbers: 1) 68 2) 86 3) 99

1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

WHATSAPP CINLY	02+3330331	Assessment: have learners to practice with more examples	
Tuesday	1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner. DEBRIEFING 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out? Share lesson indicator and treat key words with learner	Develop a conceptual understanding of place value of whole numbers between 0 and 1000 by: -explain and show - with bundles of 10s and 1s and a tens frame - the meaning of each digit in a 2-digit number (when the two Tens Frame digits are the same) and representing the number in a tens frame (Use other possible representations of place value which include manipulatives such as threaded 100s, 10s, and loose bottle caps; and multi-base ten material (units, flats and squares) with numeral cards -decompose or partition numbers to 1000 into hundreds, tens and ones (e.g.: 153 = 100 + 50 + 3, or 153 = 100 + 53) -explain why the value of a digit depends upon its placement within a numeral. read a number by indicating the value of each digit (i.e., reading 43 as forty-three and not four three. Differentiated Lessons Low Ability Learners	ay? ss voting: show by s or 3 or no really e of it' or pectively.

		Working in pairs, learners model	
		these	
		numbers using straws: 1) 26 2) 33 3)	
		48	
		High Ability Learners	
		Learners use abacus to model	
		these	
		numbers: 1) 68 2) 86 3) 99	
		Assessment: have learners to	
		practice with more examples	
Wednesday		Develop a conceptual understanding	What new things have
	1. Learners write	of place value of whole numbers	you learned today?
	numbers on a ball using	between 0 and 1000 by:	
	a marker.	-explain and show	Learning progress voting:
	2. Learners bounce or		Ask learners to show by
	throw the ball to other	- with bundles of 10s and 1s and a	their fingers of 5 or 3 or
	learners and have them	tens frame	1 as to those 'who really
	mention the number	the meaning of each digit in a	got it', 'got some of it' or
	they see first. 3. Learners	- the meaning of each digit in a	didn't get it' respectively.
	bounces/throw the ball	2-digit number Hundred Tens Ones	Independent Activity/
	to another learner, who	(when the	Homework:
	does same by adding	two Tens	Homework.
	the number he/she sees	Frame	
	to the number of the	digits are	
	first learner.	different, as well as when the two	
		digits are the same) and	
	DEBRIEFING	representing the number in a tens	
	1. How did you find the	frame	
	game?	(Use other possible	
		representations of place value	
	2. How difficult/easy	which include manipulatives such as	
	was it adding your	threaded 100s, 10s, and loose bottle	
	number to your friends number?	caps; and multi-base ten material	
	3. What were some of	(units, flats and squares) with numeral cards	
	the numbers you heard	namerar caras	
	your friends calling out?	-decompose or partition numbers to	
	, , , , , , , , , , , , , , , , , , , ,	1000 into hundreds, tens and ones	
		(e.g.: 153 = 100 + 50 + 3, or 153 =	
	Share lesson indicator	100 + 53)	
	and treat key words		
	with learner	-explain why the value of a digit	
		depends upon its placement within a	
		numeral.	

WHATSAPP UNLT	T		
		read a number by indicating the value of each digit (i.e., reading 43 as forty-three and not four three.	
		Differentiated Lessons Low Ability Learners • Put learners into groups of five. Let them find the place values and values of these numbers: 1) 68 2) 99	
		High Ability Learners • Learners working in pairs, find the values and the place values of these numbers: 1) 268 2) 896	
		Assessment: have learners to	
Thursday	1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner. DEBRIEFING 1. How did you find the	Partition or decompose numbers to 100 and then to 1000 into equivalent expressions (e.g.: 47 = 20 + 20 + 7, or 30 + 10 + 7, etc.) Differentiated Lessons Low Ability Learners • Have learners work in pairs. They decompose these numbers into 2 different and equivalent ways: 1) 39 2) 14 High Ability Learners • Learners work in pairs, and decompose these numbers into 3 different and equivalent	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:
	game? 2. How difficult/easy was it adding your number to your friends	equivalent ways: 1) 76 2) 85 Assessment: have learners to practice with more examples	
	number?		

	3. What were some of		
	the numbers you heard		
	your friends calling out?		
	Share lesson indicator		
	and treat key words		
	with learner		
Friday			What new things have
linaay	1. Learners write	Partition or decompose numbers to	=
		Partition or decompose numbers to	you learned today?
	numbers on a ball using	100 and then to 1000 into	
	a marker.	equivalent expressions (e.g.: 47 = 20	Learning progress voting:
	2. Learners bounce or	+ 20 + 7, or 30 + 10 + 7, etc.)	Ask learners to show by
	throw the ball to other		their fingers of 5 or 3 or
	learners and have them	Differentiated Lessons	1 as to those 'who really
	mention the number	Low Ability Learners	got it', 'got some of it' or
	they see first.	Have learners work in pairs. They	didn't get it' respectively.
	3. Learners	decompose these numbers into 2	didireget it respectively.
			Indonondont Astivity/
	bounces/throw the ball	different	Independent Activity/
	to another learner, who	and equivalent ways: 1) 39 2) 14	Homework:
	does same by adding		
	the number he/she sees	High Ability Learners	
	to the number of the	 Learners work in pairs, and 	
	first learner.	decompose	
		these numbers into 3 different	
	DEBRIEFING	equivalent	
	1. How did you find the	ways: 1) 76 2) 85	
	game?		
		Assessment: have learners to	
	2. How difficult/easy	practice with more examples	
	was it adding your		
	number to your friends		
	number?		
	3. What were some of		
	the numbers you heard		
	-		
	your friends calling out?		
	Share lesson indicator		
	and treat key words		
	with learner		
	1 3		

Vetted	by :	Signature:	Date:

SUBJECT: SCIENCE CLASS: TWO

Week Ending: 18t	:h February, 202	22				Class siz	ze:
Day:					Date :		
Monday, 60 minu	ıtes			14th February, 2022			022
Thursday, 60 minutes					17th Fe	bruary, 2	022
Period :					Lesson	•	
2					1 of 2		
2					2 of 2		
Strand : DIVERSIT	Y OF MATTER			Sub-stra	and:MA	TERIALS	
Indicator (code)			B2.1.2.1	.1			
Content standard	(code)		B2.1.2.1	•	4)	
Performance Indi	cator		Learners	s can kno	ow the c	ommon	properties of materials
				soft, hard			
				ation and	Collabor	ation Per	sonal Development
and Leadership Cr	itical Thinking a	nd Problem Sol	ving.	2-			
Keywords			Rigid, bendable, opaque, transparent, rough, smooth				
T. L .R. (s)			materials such as glass, paper, wood, metal and straw.				
			Objects such as shirts, books, glass cups, metallic spoons.				
Ref:		Science curric	ulum Pa	ge			
DAY	Phase 1:	71	Phase 2: Main			Phase 3:	
	Starter		(new learning including		Plenary / Reflections		
	(preparing the	brain	assessment)				
	for learning)						
Monday	Play the HOT S	J				What new things have	
	using the key visual Select a learner					you learned today?	
	the other learn	_	from the home, school and		Learning progress		
their back to the board				nity. Mate			voting: Ask
where you write the keywords for learners to			items suc			learners to show by	
			eces of cl			their fingers of 5 or 3	
describe what the word means or does and the learner in the HOT SEAT has				ardboard		•	or 1 as to those 'who
			' '	ne bags (d			really got it' , 'got some of it' or didn't
	to guess what			rent), soil	•		get it' respectively.
	Repeat for all			(rough a		•	0:3:: : :::p 30 0.j.
			criaik, cr	ayon, pe	n, straws	•	

Learners sort and group the Independent **DEBRIEFING:** Activity/ Homework: materials based on texture (hard How did you feel during or soft), and size (big or small). the game? Group materials into those that •What new words did you they can see through learn? (transparent) and those that we •How does it feel to win? cannot see through (opaque) •What will you do next time to win? with the teacher's assistance • Provide materials that can bend, for learners to observe. Share lesson indicator and • Learners feel and draw treat key words with materials that are hard, soft. learner smooth, etc. Share lesson indicator and Differentiated learning treat key words with Ask stronger learners to answer learner. some questions first and then let learners who are struggling answer similar questions. Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners identify the common properties of materials Thursday Play the HOT SEAT game Learners display their drawings What new things have you learned today? using the key words. in class for discussion. Select a learner to sit facing • Know that the properties of a the other learners with Learning progress given material enable it to be their back to the board Ask voting: used for making certain products, where you write the learners to show by e.g. clay is used for making pots

keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words because it can be moulded without breaking. Raffia palm is used for making basketry because it can bend easily. their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent
Activity/ Homework:

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

Differentiated learning
Ask stronger learners to answer some questions
first and then let learners who are struggling
answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners identify the common properties of materials

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Ending: 1	8th February, 2022				Class size:	
Day:				Date	Date :	
Tuesday, 60 minutes			15th February, 2022			
Thursday, 60 minutes			17th	February, 2022		
Period :				Lesso	n:	
2				1 of 2	2	
2				2 of 2	!	
Strand: ALL ARG	OUND US		Sub-s	strand	: Home and School	
Indicator (code)		2.1.4	.1.1.	(- / /	
Content standa	rd (code)	2.1.4	.1.	C		
Performance Inc	dicator	Learr	ners ca	n exp	plain the need for obeying rules in	
		the h	ome a	ind scl	nool	
Core Competen	cies: Creativity and Innovation Commun	ication	n and (Collab	oration Personal Development	
	Critical Thinking and Problem Solving.					
Keywords			•	•	encourage, safety, courteous,	
			eciate,			
T. L .R. (s)					s of people who set rules, Posters	
		of rules at home. School and community, charts,				
		computer, projector				
Ref:	Our World Our Pe	ople (curricu	ılum	Page	
DAY	Phase 1:	Phase	e 2: M	ain	Phase 3:	
	Starter	(new	learni	ng	Plenary / Reflections	
	(preparing the brain	inclu	_			
	for learning)	asses	ssment	t)		
Tuesday	Play the HOT SEAT game using the	Learr	ners w	ork in	What new things have you	
	key words.	grou	ps to t	alk ab	out learned today?	
	Select a learner to sit facing the other learners with their back to the		in the	home	Learning progress voting:	
	board where you write the keywords	scho	ol and		Ask learners to show by	
	for learners to describe what the	comr	munity	' .	their fingers of 5 or 3 or 1	
	word means or does and the learner				as to those 'who really got	
	in the HOT SEAT has to guess what		ners ro	-		
	the word is. Repeat for all the key	scena	arios o	n obe	ying get it' respectively.	
	words	rules	in the	home		
					Independent Activity/ Homework:	
	<u> </u>	1			TIOTHE WOLK.	

WHATSAPP ONLY 0			
	DEBRIEFING:	school and	
	How did you feel during the game?What new words did you learn?	community.	
	•How does it feel to win?	Differentiated	
	•What will you do next time to win?	learning	
		Ask stronger	
	Share lesson indicator and treat key	learners to answer	
	words with learner	some questions	
		first and then let	
		learners who are	
	Share lesson indicator and treat key	struggling	
	words with learner .	answer similar	
		questions.	
		Pair up stronger	
		and weaker learners	
		so that	
		stronger learners	
		can help weaker	
		ones.	
		 Use the remedial 	
		activities as practice	
		for learners	
		who struggle, and	
		the extension	
		activities for	
		those learners who	
		need more of a	
	Ar.	challenge	
		Assessment: Let	
		learners explain the	
		need for obeying	
		rules in the home	
		and school	
Thursday	Play the HOT SEAT game using the	Learners compose	What new things have you
	key words.	rhymes on obeying	learned today?
	Select a learner to sit facing the other learners with their back to the	rules in the home	Learning progress voting:
	board where you write the keywords	and	Ask learners to show by
	for learners to describe what the	school	their fingers of 5 or 3 or 1

word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

Differentiated learning
Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners explain the need for obeying rules in the home and school

as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Vetted by :	Signature:	Date :

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Ending: 18th February, 2022						Class size	e:
Day:				Date :			
Friday, 60 minut	tes				18th Feb	8th February, 2022	
Period :					Lesson:		
2					1 of 1		
Strand : MOTOR SKILL AND MOVEMENT				Sub-stra	nd : MANI	PULATIVE	SKILLS
PATTERNS							
Indicator (code)			B2.1.2.1.	.2		. \	
Content standar	rd (code)		B2.1.2.1.			CK	
Performance Inc	dicator			can strik			ly in an upward or forward
				municatio	n and Coll	aboration	Personal Development and
Leadership Critic	cal Thinking a	nd Problem	Solving.				
Keywords				CO	_		
T. L .R. (s)			Balls				
Ref:		PE curricul	um Page				
DAY	Phase 1:		Phase 2:	Main			Phase 3:
	Starter (preparing to for learning)		(new learning including assessment) F			Plenary / Reflections	
Friday	Learners jog demarcated files while s clapping to the body fo performand prevent inju	d area in inging and warm-up r maximal se and to	Learners go throu activities as usua width apart with the striking hand Toss a ball up and forward to strike bottom upward. strike it as it drop it drops. Guide leat their own pace teams to play a gwith cool down.		Stand at some foot op lightly forwing the ahe ball at tollow the longer stop Put them	houlder posite ward. irm the pall and usly until ractice in mini-	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending	g: 18th February, 20	022				Class siz	ze:
Day:					Date :		
Friday, 60 m	inutes				18th February, 2022		2022
Period :			Lesson :				
2	2				1 of 1		
Strand : God	, His Creation and A	ttributes		Sub-stra	and: The	Environn	nent
Indicator (co	ode)		B2. 1.2.	1.2			
Content star	ndard (code)		B2. 1.2.	1.			
Performance	e Indicator			s can de eation or			activities that destroy
=	tencies: Creativity a hip Critical Thinking			cation an	d Collabo	ration Pe	ersonal Development
T. L .R. (s)			Pictures				
Ref:		RME curriculu	m Page				
DAY	Phase 1: Starter (preparing the for learning)	brain	Phase 2 (new lea assessm	arning inc	luding		Phase 3: Plenary / Reflections
Friday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words		activitie environ cutting of mining a pollutio Let learn activitie heat, flo	Guide learners to talk about activities that destroy the environment: indiscriminate cutting down of trees, illegal mining activities (galamsey), pollution of water bodies, etc. • Let learners know that all these activities lead to climate change – heat, floods, rainstorms, less rainfall pattern, drought, famine, etc.		te gal y), etc. • these hange —	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:
	DEBRIEFING:		Differentiated learning				

	 How did you feel during the 	Ask stronger learners to answer	
	game?	some questions	
	•What new words did you	first and then let learners who	
	learn?	are struggling	
	How does it feel to win?What will you do next time	answer similar questions.	
	to win?	Pair up stronger and weaker	
		learners so that	
		stronger learners can help	
	Share lesson indicator and	weaker ones.	
	treat key words with learner	Use the remedial activities as	
		practice for learners	
	Share lesson indicator and	who struggle, and the extension	
	treat key words with learner	activities for	
	•	those learners who need more of	
		a challenge	
		Assessment: let learners mention	
		activities that destroy the	
		environmen	
latted by		Signature:	Data :
retted by		Signature	Date

Vattad by	/:	Cignatura	Data :
velled by	/	Signature:	Date

SUBJECT: HISTORY CLASS: TWO

Week Ending: 18th February, 2022			Class size:		
Day:			Date :		
Tuesday, 60 minutes			15th February, 2022		
Thursday, 60	minutes		17th Feb	ruary, 2022	
Period :			Lesson:		
2			1 of 2		
2			2 of 2		
Strand: My C	Country Ghana	Sub	- strand : Th	e People Of Ghana	
			4		
Indicator (co	de)	B2.2.1.1.1			
Content stan	dard (code)	B2.2.1.1.	<u> </u>)	
Performance	Indicator	Learners c	an identify	the ethnic groups in each region	
		in Ghana			
-	encies: Creativity and Innovation Comm		nd Collabo	ration Personal Development	
and Leadersh	ip Critical Thinking and Problem Solving	CO-			
Keywords		lunar, ancestors, mourning, prophet, harvest, Islam,			
		stool house, alcohol			
T. L .R. (s)		Pictures o	r a docume	ntary of the festivals	
		and celebr	ations of d	fferent ethnic groups in Ghana	
Ref:	History curriculu	m Page			
DAY	Phase 1:	Phase 2: N	1ain	Phase 3:	
	Starter	(new learning Plenary / Reflections			
	(preparing the brain	including			
	for learning)	assessmer	it)		
Tuesday	Play the HOT SEAT game using the	List the		What new things have you	
	key words.		tive region	s learned today?	
	Select a learner to sit facing the other learners with their back to	in the order in which they were created Learning progress voting		Learning progress voting:	
the board where you write the		starting w		Ask learners to show by their	
	keywords for learners to describe	oldest reg		fingers of 5 or 3 or 1 as to	
	what the word means or does and	0.000108	,-	those 'who really got it', 'got	
	the learner in the HOT SEAT has	Differentia	ited	some of it' or didn't get it'	
	to guess what the word is. Repeat	learning		respectively.	
	for all the key words		er learners	Independent Activity/	
		to answer	some	Homework:	
		questions			

first and then let **DEBRIEFING:** How did you feel during the learners who are game? struggling •What new words did you learn? answer similar •How does it feel to win? auestions. •What will you do next time to • Pair up stronger and win? weaker learners so that stronger learners can Share lesson indicator and treat help weaker ones. key words with learner • Use the remedial activities as practice for learners Share lesson indicator and treat who struggle, and the key words with learner. extension activities those learners who need more of a challenge Assessment: let learners list the administrative regions in the order in which they were created Thursday Play the HOT SEAT game using the List the What new things have you key words. administrative regions learned today? Select a learner to sit facing the in the order in which other learners with their back to Learning progress voting: they were created the board where you write the Ask learners to show by their (starting with the keywords for learners to describe fingers of 5 or 3 or 1 as to oldest region). what the word means or does and those 'who really got it', 'got the learner in the HOT SEAT has some of it' or didn't get it' Differentiated to guess what the word is. Repeat respectively. learning for all the key words Ask stronger learners Independent Activity/ to answer some Homework: questions **DEBRIEFING:** first and then let •How did you feel during the learners who are game? struggling •What new words did you learn? answer similar •How does it feel to win? questions. •What will you do next time to win?

		Pair up stronger and	
		weaker learners so	
	Share lesson indicator and treat	that	
	key words with learner	stronger learners can	
		help weaker ones.	
		Use the remedial	
	Share lesson indicator and treat	activities as practice	
	key words with learner .	for learners	
		who struggle, and the	
		extension activities	
		for	
		those learners who	
		need more of a	
		challenge	
		Assessment: let	
		learners list the	
		administrative regions	
		in the order in which	
		they were created	
	7		
Vetted by :		Signature:	Date :
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Vetted by :	Signature:	Date:

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending:	18th February, 2022			Cla	ss size:	
Day:				Date :		
Monday, 60 minutes				14th February, 2022		
Wednesday, 60) minutes			16th Febru	iary, 2022	
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand: VISUA	L ARTS		Sub-sti	r and : Planni	ng, Making and Composing	
Indicator (code	e)	B2 1.2.	3.1			
Content stand	ard (code)	B2 1.2.	3.	5)	
Performance I	ndicator	Learne	rs can c	reate own	visual artworks using available	
		visual a	arts med	lia and meth	ods to represent artworks that	
		reflect	the hist	ory and cult	ure or way of life of people in	
		other c	ommun	ities in Ghan	a	
<u> </u>	ncies: Creativity and Innovation Co		cation ar	nd Collabora	tion Personal Development	
and Leadership	Critical Thinking and Problem Sol	ving.				
Keywords						
Reywords		•				
T. L .R. (s)		Picture	<u> </u>			
Ref:	Creative Arts c	ı urriculur	 n			
DAY	Phase 1:	Phase 2	Phase 2: Main		Phase 3:	
	Starter	(new le	earning i	ncluding	Plenary / Reflections	
	(preparing the brain	assessr	nent)			
	for learning)					
Monday	Play the HOT SEAT game using	Learners are to:			What new things have you	
	the key words.				learned today?	
	Select a learner to sit facing the other learners with their			eople (e.g.	Learning progress voting:	
	back to the board where you		•	n, staple foc	Ask learners to show by	
	write the keywords for	_		lls, customs)	their fingers of 5 or 3 or 1	
	learners to describe what the		•	rtworks fou	as to those 'who really got	
	word means or does and the	_	=	ple in other	it', 'got some of it' or	
	learner in the HOT SEAT has	l -		(e.g. clay	didn't get it' respectively.	
	to guess what the word is. Repeat for all the key words		raw bas			
	Repeat for all the key words	woven	/printed	and dyed		

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

fabrics, leather products, wood carvings, glass and stone beads, jewellery);

create own artworks that reflect the history and culture of people in other parts of Ghana.

Assessment: let learners create own visual artworks using available visual arts media and methods to represent artworks that reflect the history and culture or way of life of people in other communities in Ghana

Independent Activity/ Homework:

Wednesday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is.

Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Learners are to:

discuss the history and culture of the people (e.g. their occupation, staple food, religion, festivals, customs); identify the artworks found among the people in other parts of Ghana (e.g. clay pots, straw baskets, woven/printed and dyed fabrics, leather products, wood carvings, glass and stone beads, jewellery); 2 create own artworks that reflect the history and culture of people in other parts of Ghana.

Assessment: let learners create own visual artworks using available visual arts media and methods to represent artworks that reflect the history and

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

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	Share lesson indicator and	culture or way of life of			
	treat key words with learner .	people in other communities			
		in Ghana			

Vetted by :	Signature:	Date :
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SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending:					Class	size:
Day:				Date	:	
Period :				Lesso	n :	
2				1 of 1	L	
2				1 of 1	L	-
2				1 of 1		O `
Strand: Readin	g		Sub	-strand	: Pho	nics (Blend and Connect Sounds)
Indicator (code	2)	1	B2.2.4.1.2	. B2	2.2.4.1	3
Content standa	ard (code)	1	B2.2.4.1.	B2	2.2.4.1	
Performance In	ndicator		 Learners should use alphabetic 			
			knowledge to decode words			
			Learners should read simple short			
Core Competer	ncies: Creativity ar	nd Innovation Com	sentences nmunication and Collaboration Personal Development and			
	ical Thinking and F		mameatio	ii ana c	onabe	Station reisonal Bevelopment and
Keywords	7,					
T. L .R. (s)			Manila cards, markers, recorded audios visual			
Ref:		Ghanaian Languag	ge curric	ulum		
DAY	Di 4	<u> </u>	DI 2. N	4-1-		Diama 2
DAY	Phase 1:		Phase 2: N			Phase 3:
		(new learning Plenary / Reflections including		Plenary / Reflections		
" 1 3			assessment)			
	Cover Up		• Revise t		rs of	What new things have you
	Cove. Op		the alphal			learned today?
	Learners in conve	oniont groups	learners.			·
			• Write so	me wo	rds	Learning progress voting:
			on a mani	la card	and	•
		·	assist lear	ners to	use	imgers or 5 or 3 or 1 as to those
	1. Write a word 2. Cover all the I the first one, beg	on the board. etters except	Write soon a mani	la card	and	Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

left to the right, and ask pupils to make the sound of the letter which is not covered.

- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

DEBRIEFING:

What did you like about the game? What did you dislike about the game? What must your team do to win next time?

Share lesson indicator and treat

alphabetic knowledge to decode the words.

Assessment: let learners use alphabetic knowledge to decode words

'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

key words with learner.

Onset and Rime Game

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.

That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.

- Write some simple sentences on the board.
- Lead learners to read the sentences.
- Call learners to read the simple sentences on the board as a group.
- Let learners read the sentences individually and correct them where necessary

Assessment: let learners read simple short sentences

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

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DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner. **Cover Up** What new things have you • Write some simple learned today? sentences on the Learners in convenient groups. board. Learning progress voting: • Lead learners to 1. Write a word on the board. Ask learners to show by their read the sentences. 2. Cover all the letters except fingers of 5 or 3 or 1 as to those Call learners to read the first one, beginning from the 'who really got it', 'got some of the simple sentences left to the right, and ask pupils to it' or didn't get it' respectively. make the sound of the letter on the board as a which is not covered. Independent Activity/ group. 3. Do this until the sounds of all Homework: Let learners read the individual letters have been the sentences made by pupils. individually and 4. Run your finger under the correct them where word for pupils to blend the sounds to read necessary 5. The pupil who blend the sounds to read wins the game. Assessment: let learners read simple short sentences **DEBRIEFING:** What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.

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velleu bi	/	Jigilatule	Date

SEMESTER ONE BASIC TWO WEEK 6

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WEEK SIX: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending: 25th February, 2022	Class size:		
Day:	Date :		
Monday, 60 minutes	21st February, 2022		
Tuesday, 60 minutes	22nd February, 2022		
Wednesday, 60 minutes	23rd February, 2022		
Thursday, 60 minutes	24th February, 2022		
Friday, 60 minutes	25th February, 2022		
Period :	Lesson:		
2	1 of 1		
2	1 of 1		
2	1 of 1		
2	1 of 1		
2	1 of 1		
Strand :	Sub-strand :		
A. Oral Language	A. Dramatisation and Role Play		
B. Reading	B. Vocabulary		
C. Writing	C. Labelling Items		
D. Using Writing Conventions	D. Using Punctuation		
E. Extensive Reading	E. Building The Love and Culture of		
	Reading		
Indicator (code)	B2.1.5.1.1. B2.2.6.1.2 B2.4.4.1.1.		
	B2.5.2.1.1. B2.6.1.1.1		
Content standard (code)	B2.1.5.1. B2.2.6.1. B2.4.4.1.		
	B2.5.2.1. B2.6.1.1.		
Performance Indicator	A. Learners can dramatise/role-play stories heard		
	or read		
	B. Learners can use context clues to infer		
	meanings of words		
	C. Learners can draw and label objects found in		
	their environment		
	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		

-	s: Creativity and In tical Thinking and P			ion Personal Development		
Keywords						
T. L .R. (s)			Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:		English Langua	age curriculum Page			
DAY	Phase 1: Starter (preparing the for learning)		Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Monday	Learners watch story /folktale. the story with signstures) DEBRIEFING: Who were the the story? Which part of the you like? What lessons of from the story? How will you a moral lesson in treat key word.	(Intersperse songs and characters in the story do lid you learn? pply the good your life?	 A. ORAL LANGAUGE Have learners select an interesting story heard or read in class. Retell the story. Discuss the story and have learners recall main events and characters. Select characters and assign them roles to play. Let learners dramatise/role-play the story. Discuss moral values from the story. Have learners say whether or not they have enjoyed the drama and why Assessment: let learners dramatise/role-play stories heard or read 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:		

T I		D DEADUSC	vall i i i i
Tuesday	Memory	B.READING	What new things have you
		 Create a story 	learned today?
	For this game, you need to	around a theme, using	
	have two sets of matching	specific key words or	Learning progress voting:
	flashcards and	vocabulary items you	Ask learners to show by their
	corresponding words.	wish to teach.	fingers of 5 or 3 or 1 as to
	Simply place all the cards	Have learners use	those 'who really got it', 'got
	face down on the floor and	context to find the	some of it' or didn't get it'
	have the children take turns	meaning of the key	respectively.
	picking two cards until they	words.	respectively.
		Have learners make	Indonondant Activity/
	match a pair.		Independent Activity/
		their own sentences	Homework:
	DEBRIEFING :	using these key words.	
	What did you like about the		
	game?	Differentiated learning	
	What did you dislike about	Ask stronger learners	
	the game?	to answer some	
	What must your team do to	questions	
	win next time?	first and then let	
		learners who are	
		struggling	
	Share lesson indicator and	answer similar	
	treat key words with learner	questions.	
	treat key words with learner	V	
		Pair up stronger and	
		weaker learners so	
		that	
		stronger learners can	
		help weaker ones.	
		 Use the remedial 	
		activities as practice	
		for learners	
		who struggle, and the	
		extension activities for	
		those learners who	
		need more of a	
		challenge	
		Assessment: let	
		learners use context	
		clues to infer	
Made and a : :	II A NI C NA A NI COSTILINO	meanings of words	M/hat navythians barraya
Wednesday	H-A-N-G-M-A-N SPELLING	C. WRITING	What new things have you
	GAME	• Take learners round	learned today?
		to look at charts	
	Mention a word and	showing labelled	Learning progress voting:
	number of letters are in the	objects.	Ask learners to show by their
	word and then draw dash,		fingers of 5 or 3 or 1 as to

dash marks on the board for each letter in the word. draw a person with a parachute. Draw the same number of strings attaching the person to the parachute as the number of letters in the chosen word. The other students then take turns guessing letters from the alphabet that they think may be in the chosen word. If they guess a correct letter, it's written above the dash,dash, and that student then gets a chance to guess what the word is. If they guess an incorrect letter, it is noted on the board and one of the parachute strings is erased.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner

- 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.).
- Let learners draw and label objects from the area studied by their group.
- Help them to edit their work particularly spelling and spacing.
- Let learners write their names under their work and post their charts on the walls of the classroom for peer review.

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

those 'who really got it', 'got some of it' or didn't get it' respectively.

VVIII VIII OIVEI C	1333331	Assassmentilet	
		Assessment: let	
		learners draw and	
		label objects found in	
		their environment	
Thursday	Writing Chain	D.WRITING	What new things have you
	(Penmanship activity)	CONVENTIONS AND	learned today?
		GRAMMAR USAGE	
	Learners in convenient	 Have learners look 	Learning progress voting:
	groups e.g (Group A & B)	at sentences in their	Ask learners to show by their
	observe/ perceive a card	class readers to	fingers of 5 or 3 or 1 as to
	with an inscription (a	observe how they	those 'who really got it', 'got
	pattern or a letter)	begin and end.	some of it' or didn't get it'
		Demonstrate placing	respectively.
	When signaled, the first	a full stop (.) at the	. ,
	learner in each Group	end of a sentence.	Independent Activity/
	passes the card to the next	Let learners copy	Homework:
	group member and at the	and punctuate	
	same time writes or draws	sentences with full	
	the same pattern on a	stop.	
	sheet. They all do the card	• Present the question	
	passing and drawing in	mark similarly.	
	turns.	mark similarly.	
	When the last member	()-	
		Accessments let	
	finishes in each group,	Assessment: let	
	he/she shouts 'Bingo!'	learners use full stops	
		at the end of	
	DEBRIEFING:	sentences and	
	How did you help your team	question marks at the	
	to win the game?	end of questions	
	What objects in the		
	classroom look like the		
	strokes you traced?		
	Share lesson indicator and		
	treat key words with learner		
	.		
Friday	Cover Up	E.EXTENSIVE	What new things have you
· · · · · · · · · · · · · · · · · · · ·			learned today?
		READING	learned today:
	Learners in convenient	Use the Author's chair	Loarning progress voting:
	groups.	to introduce the	Learning progress voting:
		reading/ library time.	Ask learners to show by their
		G/	fingers of 5 or 3 or 1 as to
			those 'who really got it', 'got

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

Assessment
What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner

- Have a variety of age and level-appropriate books for learners to make a choice.
- Introduce narratives, pop-up and flip-thepage texts to learners.
- Introduce e-books to learners, if available.
- For each reading session, guide learners to select books.

Assessment: let learners read a variety of age and level-appropriate books and texts from print

some of it' or didn't get it' respectively.

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velled by	/	Signature	Date

WEEK SIX: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending:	25th February,	2022				Class si	ze:	
Day:					Date:			
Monday, 60 minutes			21st Fe	21st February, 2022				
Tuesday, 60 minutes			22nd Fe	ebruary,	2022			
Wednesday, 60) minutes				23rd Fe	bruary, 2	2022	
Thursday, 60 m	ninutes				24th Fe	bruary, 2	2022	
Friday, 60 minu	utes				25th February, 2022			
Period :					Lesson	:		
2					1 of 5			
2					2 of 5	$\langle \langle \langle \rangle \rangle$		
2					3 of 5			
2					4 of 5)		
2					5 of 5			
Strand: NUMB	BER			Sub-stra	nd : Frac	tions		
Indicator (code	e)		B2.1.3.1	1.3.1.1				
Content standa	ard (code)		B2.1.3.1	<u> </u>				
Performance II	ndicator			earners can understand the fraction one-half and one-quarter				
						,	g I part when a whole is	
		X	· ·	ed into tw				
-					and Colla	boration	Personal Development	
and Leadership	Criticai ininkir	ig and Proble	m Solving.					
Keywords		1	Halves, o	one-half, w	/hole. po	rt.		
T. L .R. (s)			-				nges, diagrams showing	
(-,			halves of objects etc.					
Ref:		Mathematic	s curriculum Page					
				- 0-				
DAY	Phase 1:		Phase 2:	Main			Phase 3:	
Starter (preparing the brain		(new lea	(new learning including			Plenary / Reflections		
		assessment)						
for learning)								
Monday	Monday 1. Learners form		Use concrete objects to explain		xplain	What new things have		
convenient groups and		the fraction one-fourth as the you learned today?			you learned today?			
each group is given an		quantity obtained by taking 1 part						
even number of bottle tops and empty tins.					Learning progress voting:			
	tops and em	pty tills.	into four	r equal par	ts.		Ask learners to show by	

- 2. Put the bottle tops in the empty tins and shake it up.
- 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.
- tops on the table/floor.

 4. Learners play in turns and record their findings.

 5. the group to get the fraction which represent half of a whole wins the

DEBRIEFING

game.

- 1. How did you find the activity? What made it so?
- 2. Mention some of the fractions you recorded?3. What will you do to share objects equally with your friends?

Share lesson indicator and treat key words with learner.

Differentiated lesson Low Ability Learners

 Present learners with pictures of objects and task them to shade halves of the objects.

High Ability Learners

 Present learners with pictures of objects and task them to shade halves of the objects

Assessment: have learners to practice with more examples

their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Tuesday

convenient groups and each group is given an even number of bottle tops and empty tins.

2. Put the bottle tops in

1. Learners form

- the empty tins and shake it up.
 3. Pour them on the floor/table, observe,
- floor/table, observe, count and record the ones with the face up as the numerator over the

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.

Differentiated lesson Low Ability Learners

 Present learners with pictures of objects
 and task them to shade halves of the objects. What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

total number of bottle tops on the table/floor. 4. Learners play in turns and record their findings. 5. the group to get the fraction which represent half of a whole wins the game.

DEBRIEFING

- 1. How did you find the activity? What made it so?
- 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends?

Share lesson indicator and treat key words with learner.

High Ability Learners

• Present learners with pictures of objects and task them to shade halves of the objects

Assessment: have learners to practice with more examples

Wednesday

- 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.
- 2. Put the bottle tops in the empty tins and shake it up.
- 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.
- 4. Learners play in turns and record their findings. fraction which represent

5. the group to get the half of a whole wins the game.

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.

Differentiated lesson Low Ability Learners

• Present learners with pictures of objects and task them to shade quarters of the objects.

High Ability Learners

• Present learners with sheets of papers and task them to draw objects and shade one quarter of each object.

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

DEBRIEFING 1. How did you find the Assessment: have learners to activity? What made it practice with more examples so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? Share lesson indicator and treat key words with learner. Thursday 1. Learners form Use pictorial representations to What new things have convenient groups and explain the fraction one fourth as you learned today? each group is given an the quantity obtained by taking 1 even number of bottle Learning progress voting: part when a whole object is tops and empty tins. Ask learners to show by partitioned into four equal parts. 2. Put the bottle tops in their fingers of 5 or 3 or 1 as to those 'who really got the empty tins and shake Differentiated lesson it up. it', 'got some of it' or Low Ability Learners 3. Pour them on the didn't get it' respectively. • Give learners a number, e.g. 12. floor/table, observe, Task them count and record the Independent Activity/ to use paper folding to show 10 ones with the face up as Homework: quarters. the numerator over the total number of bottle **High Ability Learners** tops on the table/floor. • Give learners a number, e.g. 16 4. Learners play in turns quarters. and record their findings. Ask learners to mentally tell how 5. the group to get the fraction which represent many half of a whole wins the wholes there are in 16 quarters. game. Assessment: have learners to **DEBRIEFING** practice with more examples 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends?

WHATSALT ON	LY 0245350591		
	Share lesson indicator and treat key words with learner.		
Friday	1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 4. Learners play in turns and record their findings. 5. the group to get the fraction which represent half of a whole wins the game. DEBRIEFING 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? Share lesson indicator and treat key words with	Use pictorial representations to help learners sort fractions into those that are halves and those that are one-fourths.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

Vetted by :	Signature:	Date :
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learner .

WEEK SIX: LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Ending	: 25th February, 2022			Class	size:	
Day:			Date :			
Monday, 60 minutes			21st February, 2022			
Thursday, 60	minutes		24th	Februar	ry, 2022	
Period :			Lesso	n :		
2			1 of 2			
2			2 of 2			
Strand : DIVE	RSITY OF MATTER		Sub-strand:	MATERI	ALS	
Indicator (cod	le)	B2.1.2	2.1	-//		
Content stand	dard (code)	B2.1.2	2.			
Performance	Indicator	Learne	rs can describ	e the p	roperties of solids, liquids,	
		and ga	ses			
_	encies: Creativity and Innovation Com		ion and Collab	oration	Personal Development	
and Leadersh	ip Critical Thinking and Problem Solvin	g.)-			
Keywords	9	solid, liquid, gas, vapour				
T. L .R. (s)		solid it	solid items such as stones, chalk, sand, liquids such as			
		cookin	g oil, water, fr	uit juice	. Inflated balloons.	
Ref:	Science curricul	um Pag	e			
DAY	Phase 1:	Phase	2: Main		Phase 3:	
	Starter	(new l	earning includi	ng	Plenary / Reflections	
	(preparing the brain	assessment)				
	for learning)					
Monday	Play the HOT SEAT game using	• Disp	ay different		What new things have	
	the key words.		als (real or pic	tures)	you learned today?	
	Select a learner to sit facing the other learners with their back to	in the	in the solid, liquid or		Learning progress voting:	
	the board where you write the	_	is state, e.g. ic		Ask learners to show by	
	keywords for learners to		vapour, fruit j	uice,	their fingers of 5 or 3 or 1	
	describe what the word means		gravels.		as to those 'who really	
	or does and the learner in the		ners observe th		got it', 'got some of it' or	
	HOT SEAT has to guess what the		als and describ	oe	didn't get it' respectively.	
	word is. Repeat for all the key words		heir properties in			
	worus	SEMESTERs of appeara			Independent Activity/ Homework:	
		shape,	flow, and how	easily		

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

they can be squeezed, stretched and compressed.

• In groups, learners sort out more materials into solids, liquids and gases.

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners describe the properties of solids, liquids, and gases

Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

DEBRIEFING:

 Display different materials (real or pictures) in the solid, liquid or gaseous state, e.g. ice, water, vapour, fruit juice, oil and gravels.

• Learners observe the materials and describe their properties in SEMESTERs of appearance, shape, flow, and how easily they can be squeezed, stretched and compressed.

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

•How did you feel during the Demonstrate the game? formation of vapour •What new words did you learn? (gaseous state) by boiling •How does it feel to win? water •What will you do next time to win? Differentiated learning Ask stronger learners to Share lesson indicator and treat answer some questions key words with learner first and then let learners who are struggling answer similar questions. Share lesson indicator and treat Pair up stronger and key words with learner. weaker learners so that stronger learners can help weaker ones. Use the remedial activities as practice for learners \ who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners describe the properties of solids, liquids, and gases

Vetted by :	Signature:	Date :

WEEK SIX: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Ending: 2	5th February, 20)22			Class size:		
Day:					Date :		
Tuesday, 60 minutes				22nd	Februa	ry, 2022	
Thursday, 60 minutes				24th I	ebruar	ry, 2022	
Period :					Lessor	ı :	
2					1 of 2		
2					2 of 2		
Strand: ALL ARG	OUND US			Sub-st	rand : ⊺	he Env	ironment and the Weather
Indicator (code))		B2.2.1.	1.1.			λ
Content standa	rd (code)		B2.2.1.	1.		CX	
Performance In	dicator		Learne	rs can	describ	oe way	s of making the environment
			clean a	nd safe			
				ation a	nd Coll	aborati	on Personal Development
	Critical Thinking	and Problem Sol			<u> </u>		
Keywords					e, knock, door, a pologise, hurt.		
T. L .R. (s)			Pictures and videos of activities that promote clean				
			environment, Cleaning tools like cutlasses, hoes, brushes,				
			brooms, Spade, Shovel, Rake, Waste disposal bins,				
			Wheelbarrow, charts, computer, projector,				
Ref:		Our World Our	People	curricu	ulum P	age	
			Π .				
DAY	Phase 1:	19,	Phase 2				Phase 3:
	Starter		•	_	g including Plenary / Reflection		Plenary / Reflections
	(preparing the b	orain	assessr	nent)			
Turaday	for learning)	`AT	Talia			: 4la a	NA/leat a good black and leave one
Tuesday	Play the HOT SE the key words.	AT game using	Take a				What new things have you learned today?
	Select a learner	to sit facing	school				learned today:
	the other learne	_	observe	•			Learning progress voting:
	back to the boa	rd where you	enviror				Ask learners to show by
write the keywords for learners to describe what the							their fingers of 5 or 3 or 1 as
			-			-	to those 'who really got it',
word means or does and the learner in the HOT SEAT has to			cars, ta	ibles, cr	nairs, et	C.	'got some of it' or didn't get
	guess what the		D:t(it' respectively.
	Repeat for all th		Differe			_	Independent Activity/
		,	Ask str	_			Homework:
			answer	some	questio	ns	

DEBRIEFING:

- How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner. first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for **learners** who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners mention things in the environment- man made and natural

Learners talk about things

What new things have you learned today?

they can do to make the environment clean and safe e.g. planting trees, proper waste disposal, avoid bush burning, avoid defecating in water bodies, legal mining

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

DEBRIEFING:

- How did you feel during the game?
- What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

WHATSAPP ONLY	0245350591		
	Share lesson indicator and treat key words with learner .	who struggle, and the extension activities for those learners who need more of a challenge	
		Assessment: Let learners describe ways of making the environment clean and	
		safe	

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WANT HILL ROUNT OF THE SCH

WEEK SIX: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g: 25th Febru	uary, 2022			Class size:			
Day:			I	Date :				
Friday, 60 m	inutes		2	25th February, 2022				
Period :			I	Less	on:			
2	2				1			
Strand: MO	TOR SKILL AN	D MOVEMENT	Sub-strand	d : K	1ANIPULATIVE SKILLS			
PATTERNS								
Indicator (co	ode)	B2.1.2.1.3						
Content star	ndard (code)	B2.1.2.1.						
Performance	e Indicator	Learners can strib	ke a ball co	ntin	uously in an upward or	forward motion, using a		
		short-handled page	ddle (table t	tenr	nis bat, tennis racket.)			
_		=		nicat	ion and Collaboration P	ersonal Development and		
Leadership (Critical Thinkir	ng and Problem Sol	lving.					
Keywords								
Reywords								
T. L .R. (s)		Balls						
Ref:	PE curriculu							
DAY	Phase 1:	Phase 2: Main	,			Phase 3:		
	Starter	(new learning incl	luding asses	ssm	ent)	Plenary / Reflections		
	(preparing							
	the brain	Θ_{1}						
	for							
	learning)							
Friday	Learners		•		•	What new things have		
	jog round a	with the foot opp				you learned today?		
	demarcate		_	-	paddle upward and	Learning progress		
	d area in		_		t/paddle fast to strike	voting: Ask		
	files while	•			and upward with a	learners to show by		
	singing and				ement of the hand at	their fingers of 5 or 3 or		
	clapping to	the direction of o	-		<u>.</u> ,	1 as to those 'who		
	warm-up		J		learners to experience	really got it', 'got some		
	the body		lite situation	າ. Er	nd the lesson with cool	of it' or didn't get it' respectively.		
	for	down activities.				. copectively.		
	maximal							

WHATSAPP ONLY 024535059	1		
performan			Independent Activity/
ce and to			Homework:
prevent			
injuries			
Vetted by :		Signature:	Date :

WANT HILLIAM SCHOOL SCH

WEEK SIX: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending: 25th February, 2022					Class size:		
Day:					Date :		
Friday, 60 min	utes				25th	Februa	ry, 2022
Period :					Lesson	n :	
2					1 of 1		
Strand : God,	His Creation and Attri	butes		Sub-s	trand :	The Er	nvironment
Indicator (cod	e)		B2. 1.	2.1.2			
Content stand	lard (code)		B2. 1.	2.1.		, \	
Performance I	Indicator						ate human activities that the environment.
Core Competencies: Creativity and Innovation Command Leadership Critical Thinking and Problem Solving. Keywords							
T. L .R. (s)			Pictures				
Ref:		RME curriculum	Page				
DAY	Phase 1: Starter (preparing the bra	in	(new	e 2: Ma learnin sment)	g inclu	ding	Phase 3: Plenary / Reflections
Friday	Play the HOT SEAT key words. Select a learner to other learners wit the board where y keywords for learn what the word me the learner in the guess what the words DEBRIEFING: How did you feel game? What new words	sit facing the h their back to you write the ners to describe eans or does and HOT SEAT has to ord is. Repeat for	record activit the en prese discus Natu clips a environdegra	ties than vironrest of the color of the colo	on hum It destra ment ar lass for k, video tures of tal	roy nd n	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

•How does it feel to win?	Ask stronger learners to
•What will you do next time to	answer some questions
win?	first and then let
	learners who are
Share lesson indicator and treat	struggling
key words with learner	answer similar
,	questions.
	Pair up stronger and
Share lesson indicator and treat	weaker learners so that
key words with learner .	stronger learners can
	help weaker ones.
	Use the remedial
	activities as practice for
	learners
	who struggle, and the
	extension activities for
	those learners who
	need more of a
	challenge
	Assessment: let
/\ \	learners record data on
	human activities that
	destroy the
	environment

Vetted by	Vetted by :	Signature:	Date :
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WEEK SIX: LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Ending: 25th February, 2022				Class size:			
Day:					Date :		
Tuesday, 60 minutes				22nd February, 2022			
Thursday, 60 r	minutes				24th	Februai	ry, 2022
Period :					Lesso	n :	
2					1 of 2		
2					2 of 2		
Strand : My Co	ountry Ghana			Sub-st	rand:	The Pec	ople Of Ghana
Indicator (cod	le)		B2.2.1	.1.1		\mathcal{C}^{X}	
Content stand	dard (code)		B2.2.1	.1.			
Performance	Indicator		Learne	ers can s	state th	e chara	cteristics of the ethnic groups
			in Gha	na 🐧			
				ation ar	nd Colla	aboratio	on Personal Development
and Leadershi	p Critical Thinking a	nd Problem Solv	ing.				
Vormondo							
Keywords			lunar, ancestors, mourning, prophet, harvest, Islam, stool house, alcohol				
T. L .R. (s)			Pictures or a documentary of the festivals				
1. L .R. (S)			and celebrations of different ethnic groups in Ghana				
Ref:		History curricul	<u> </u>				
Kei.		Thistory curricul	ani rage				
DAY	Phase 1:		Phase	2: Main	<u> </u>		Phase 3:
	Starter		(new l	earning	includ	ing	Plenary / Reflections
	(preparing the b	rain	assess	ment)	, ,		
	for learning)						
Tuesday	Play the HOT SE	AT game using	Identi	fy the			What new things have you
	the key words.		charac	teristic	s (food	,	learned today?
	Select a learner	_		ıls, dres	-		
	other learners w		language, political			Learning progress voting: Ask learners to show by	
the keywords for learners to			institutions, social and economic activities,		na	their fingers of 5 or 3 or 1	
			inic acti s, oaths	•	f	as to those 'who really got	
	or does and the	learner in the		of the e	•		it', 'got some of it' or didn't
	HOT SEAT has to	-	in Gha		В	. о а ро	get it' respectively.
	the word is. Rep	eat for all the					Indopondent Astivity
	key words		Differe	entiated	l learni	ng	Independent Activity/ Homework:
			<u>l</u>				HOHIEWOIK.

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners state the characteristics of the ethnic groups in Ghana

Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Identify the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths etc.) of some of the ethnic groups in Ghana.

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

 Pair up stronger and weaker learners so that stronger learners can help weaker ones. What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

WHATSAPP ONLY 0245350591 Share lesson indicator and • Use the remedial treat key words with learner activities as practice for learners who struggle, and the Share lesson indicator and extension activities for treat key words with learner. those learners who need more of a challenge Assessment: let learners state the characteristics of the ethnic groups in Ghana

/etted by :	Signature:	Date :
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WEEK SIX: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending:	25th February, 2022			Class	size:	
Day:				Date :		
Monday, 60 minutes				21st Februar	y, 2022	
Wednesday, 60 minutes				23rd Februar	ry, 2022	
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand : PERF	ORMING ARTS		Sub-st	rand : Planning	g, Making and Composing	
Indicator (cod	le)	B2 2.2.	3.1			
Content stand	lard (code)	B2 2.2.	3.			
Performance	Indicator	Learne	rs can	compose ow	n artworks using available	
		perfori	ming ar	ts instruments	, resources and methods to	
		repres	ent perf	orming artwor	ks that reflect the history and	
		way of	life of p	eople in other	communities in Ghana	
Core Compete	encies: Creativity and Innovation C	ommun	ication a	nd Collaborati	on Personal Development	
and Leadershi	p Critical Thinking and Problem So	lving.				
Keywords						
		51.				
T. L .R. (s)		Picture				
Ref:	Creative Arts o	curriculu	m			
		1			T-1 -	
DAY	Phase 1:		2: Main 		Phase 3:	
	Starter	`	•	ncluding	Plenary / Reflections	
	(preparing the brain	assessi	nent)			
N.A. a. ala.	for learning)	1			What are this are become	
Monday	Play the HOT SEAT game using the key words.		rs are to		What new things have you learned today?	
	Select a learner to sit facing		•	istory and	learned today:	
	the other learners with their		•	people from	Learning progress voting:	
	back to the board where you	-		Ghana (e.g.	Ask learners to show by	
	write the keywords for		•	on, customs,	their fingers of 5 or 3 or 1	
	learners to describe what the	•	foods, fe		as to those 'who really got	
	word means or does and the learner in the HOT SEAT has			ools) using	it', 'got some of it' or	
	to guess what the word is.			iments and	didn't get it' respectively.	
	Repeat for all the key words	technic	_l ues;			
	1 1	1			1	

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

☑ role play music, dance and drama performances in the identified communities in Ghana, using available instruments and resources;

Assessment: let learners compose own artworks using available performing arts instruments, resources and methods to represent performing artworks that reflect the history and way of life of people in other communities in Ghana

Independent Activity/ Homework:

Wednesday

Play the HOT SEAT game using the key words.
Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is.
Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Learners are to:

 create own music, dance and drama to represent those performed by people in other communities in Ghana.

Assessment: let learners compose own artworks using available performing arts instruments, resources and methods to represent performing artworks that reflect the history and way of life of people in other communities in Ghana

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

WHATSAPP ONLY 0	245350591		
	Share lesson indicator and treat key words with learner .		
Vetted by :		Signature:	Date :

WANT HILLIAM ON THE SCHOOL OF THE SCHOOL OF

WEEK SIX: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending:						Class	s size:
Day:					Date	:	
Period :					Loos		
					Lesso		
2					1 of :		
2					1 of :	- \	
Strond - Doodin				Cub	1 of :		vaine (Dland and Compact Counds)
Strand : Readin	lg			Sub-	stranc	i : Phc	onics (Blend and Connect Sounds)
Indicator (code) B2.2.4.2.			.4.2.1	1	B	2.2.4.2.2	
Content standa	ard (code)		B2.2	.4.2.)	B2	2.2.4.2.
Performance In	ndicator			Learners should listen and say words with			
			identical sounds from simple sentences				
					Learners should read simple poems and		
Cara Caranata	! C!: ::	al la a social Cara					ning words
-	ical Thinking and P		munic	cation	and C	oliabo	oration Personal Development and
Leadership ent	icai minking ana i	robiciii solvilig.					
Keywords							
T. L .R. (s)			Man	ila car	ds, ma	arkers	, recorded audios visual
Ref:		Ghanaian Langua	age c	urricul	lum		
DAY	Phase 1:		Phas	e 2: M	lain		Phase 3:
	Starter		(new	/ learn	ing		Plenary / Reflections
	(preparing the br	ain	including				
	for learning)		asses	ssmen	t)		
	Cover Up		• Wr	ite sor	me wo	ords	What new things have you
			on th	ne boa	rd and	t	learned today?
	Learners in conve	enient groups.	lead	learne	ers to	read	Loarning progress voting
	1. Write a word	on the hoard	the v	vords.			Learning progress voting: Ask learners to show by their
		etters except the	• Lea	ad lear	ners t	0	fingers of 5 or 3 or 1 as to those
	first one, beginni	•	reco	gnise t	he wo	ords	<u> </u>

to the right, and ask pupils to make the sound of the letter which is not covered.

- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

with identical sounds among the words you have written.

 Let learners listen to and say words with identical sounds from simple sentences

Assessment: let learners say words with identical sounds from simple sentences 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.

That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the

winner.

- Let learners explore a rhyme.
- Write a simple poem on the board.
- Lead learners to explore the poem.
- Call learners to explore the poem individually.
- Lead learners to explore the poem again with gestures.
- Assist learners to read simple poems and lead learners to recognise rhyming words.

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

W	$VH\Delta$	ΔΡΤΔ	PP	\cap NII	VΛ	1245	5350	591

DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.		
Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?	explore the poem. Call learners to explore the poem individually. Lead learners to explore the poem again with gestures. Assist learners to read simple poems and lead learners to recognise rhyming words. Assessment: let learners read simple poems and recognise rhyming words	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:
Share lesson indicator and treat key words with learner . Vetted by :		Date :

SEMESTER ONE BASIC TWO WEEK 7

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WEEK SEVEN: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending: 4th March, 2022	Class size:
Day:	Date :
Monday, 60 minutes	28th February, 2022
Tuesday, 60 minutes	1st March, 2022
Wednesday, 60 minutes	2nd March, 2022
Thursday, 60 minutes	3rd March, 2022
Friday, 60 minutes	4th March, 2022
Period :	Lesson:
2	1 of 1
Strand :	Sub-strand :
A. Oral Language	A. Conversation
B. Reading	B. Vocabulary
C. Writing	C. Writing Simple Words and Sentences
D. Using Writing Conventions	D. Using Action Words
E. Extensive Reading	E. Building The Love and Culture of Reading
Indicator (code)	B2.1.6.1.1 B2.2.6.1.2 B2.4.5.1.1
	B2.5.4.1.1 B2.6.1.1.1
Content standard (code)	B2.1.6.1. B2.2.6.1. B2.4.5.1. B2.5.4.1.
	B2.6.1.1.
Performance Indicator	A. Learners can use appropriate greetings for
	special occasions
	B. Learners can use context clues to infer
	meanings of words
	C. Learners can write simple sentences to express
	feelings
	D. Learners can use the simple present tense to
	express habitual actions (simple truths, interest,
	feelings and opinions)
	E. Learners can read a variety of age and level-
	appropriate books and texts from print and non-
	print

	c ies: Creativity and In Critical Thinking and F			tion Personal Development	
Keywords					
T. L .R. (s)		Word cards, sentence cards, letter cards, handwrit on a manila card and a class library.			
Ref:	Ref: English Lang		age curriculum Page		
DAY	Phase 1: Starter (preparing the for learning)		Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday	Engage learner recite/sing the 'Good morning of the Song? 2. What was the about? 3. what benefit from songs? Share lesson in treat key word learner	rhyme/song g to you' u enjoy about e song t do we get	A. ORAL LANGAUGE Revise daily greetings by having learners identify greeting times in the day: e.g. Morning—Good morning, Afternoon—Good afternoon, Evening—Good evening. Discuss special occasions such as birthdays, anniversaries and festivals. Discuss the correct greetings and responses on these occasions. Let learners take turns to demonstrate greetings for special occasions and also practise the appropriate responses.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	

WITATSALL ONEL 024555		Assessment: let	
		learners use	
		appropriate greetings	
		for special occasions	
Tuesday	Memory	B.READING	What new things have you
		 Create a story 	learned today?
	For this game, you need to	around a theme, using	
	have two sets of matching	specific key words or	Learning progress voting:
	flashcards and	vocabulary items you	Ask learners to show by their
	corresponding words.	wish to teach.	fingers of 5 or 3 or 1 as to
	Simply place all the cards	Have learners use	those 'who really got it', 'got
	face down on the floor and	context to find the	some of it' or didn't get it'
	have the children take	meaning of the key	respectively.
	turns picking two cards	words.	
	until they match a pair.	Have learners make	Independent Activity/
	252255110	their own sentences	Homework:
	DEBRIEFING :	using these key words.	
	What did you like about the	Differential allegation	
	game?	Differentiated learning	
	What did you dislike about	Ask stronger learners	
	the game?	to answer some	
	What must your team do to win next time?	questions first and then let	
	win next time?	learners who are	
		struggling	
	Share lesson indicator and	answer similar	
	treat key words with	questions.	
	learner.	Pair up stronger and	
	icumer.	weaker learners so	
		that	
		stronger learners can	
	Θ_{I}	help weaker ones.	
		Use the remedial	
		activities as practice	
		for learners	
		who struggle, and the	
		extension activities for	
		those learners who	
		need more of a	
		challenge	
		Assessment: let	
		learners context clues	
		to infer meanings of	
		words	

Wednesday	Writing Chain	C. WRITING	What new things have you
	(Penmanship activity)	• Put learners in	learned today?
		groups to share their	
	Learners in convenient	feelings.	Learning progress voting:
	groups e.g (Group A & B)	 Let each one write, 	Ask learners to show by their
	observe/ perceive a card	at least, one sentence	fingers of 5 or 3 or 1 as to
	with an inscription (a	to express a feeling,	those 'who really got it', 'got
	pattern or a letter)	e.g. "I am happy."	some of it' or didn't get it'
			respectively.
	When signaled, the first	Differentiated learning	
	learner in each Group	Ask stronger learners	Independent Activity/
	passes the card to the next	to answer some	Homework:
	group member and at the	questions	
	same time writes or draws	first and then let	
	the same pattern on a	learners who are	
	sheet. They all do the card	struggling	
	passing and drawing in	answer similar	
	turns.	questions.	
	When the last member	 Pair up stronger and 	
	finishes in each group,	weaker learners so	
	he/she shouts 'Bingo!'	that	
		stronger learners can	
	DEBRIEFING:	help weaker ones.	
	How did you help your	 Use the remedial 	
	team to win the game?	activities as practice	
		for learners	
	What objects in the	who struggle, and the	
	classroom look like the	extension activities for	
	strokes you traced?	those learners who	
		need more of a	
	Share lesson indicator and	challenge	
	treat key words with		
	learner.	Assessment: let	
		learners write simple	
		sentences to express	
		feelings	
Thursday	Sentence Scrabble	D.WRITING	What new things have you
	(using simple sentences	CONVENTIONS AND	learned today?
	clearly and correctly)	GRAMMAR USAGE	
		• Tell learners some of	Learning progress voting:
	Learners in convenient	the things you do daily	Ask learners to show by their
	groups.	in short and simple	fingers of 5 or 3 or 1 as to
		sentences.	those 'who really got it', 'got
	Using word cards, learners	e.g. I read stories	some of it' or didn't get it'
	arrange the words to form	everyday.	respectively.
	grammatically correct		
	sentences.		

Example learners gain points or each correct sentences they come up with,

learners are given more word cards until the cards are exhausted. The group with highest points win the game.

DEBRIEFING

How did you find the sentences Scrabble game?

Was the game challenging?

How can this game be improved?

Share lesson indicator and treat key words with learner.

 Create situations for learners to use the structure.

e.g.

i. simple truths -Lemons are sour. ii. interest – I like playing football. iii. feelings – I am happy.

iv. opinions – He is a good teacher.

- Introduce drills for learners to have practice.
- Put learners into small groups to discuss given topics, using the structures

Assessment: let learners use the simple present tense to express habitual actions

Independent Activity/ Homework:

Friday

Cover Up

Learners in convenient groups.

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.

E.EXTENSIVE READING

Use the Author's chair to introduce the reading/library time.

- Have a variety of age and level-appropriate books for learners to make a choice.
- Introduce narratives, pop-up and flip-thepage texts to learners.

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

3. Do this until the sounds	 Introduce e-books 	
of all the individual letters	to learners, if	
have been made by pupils.	available.	
4. Run your finger under	For each reading	
the word for pupils to	session, guide learners	
blend the sounds to read	to select books.	
5. The pupil who blend the		
sounds to read wins the	Assessment: let	
game.	learners read a	
	variety of age and	
	level-appropriate	
Assessment	books and texts from	
What did you like about the	print	
game?		
What did you dislike about		
the game?		
What must your team do to		
win next time?		
Share lesson indicator and		
treat key words with		
learner .		

Vetted by :	Signature:	Date :

WEEK SEVEN: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending:	4th March, 2022					Class siz	ze:
Day:					Date :	•	
Monday, 60 n	ninutes				28th February, 2022		
Tuesday, 60 minutes					1st March, 2022		
Wednesday, 60 minutes					2nd Ma	rch, 2022	2
Thursday, 60 r	minutes				3rd March, 2022		
Friday, 60 min	utes				4th March, 2022		
Period :					Lesson :		
2					1 of 5	. \	
2					2 of 5	CX	
2					3 of 5	\mathcal{O}	
2					4 of 5		
2					5 of 5		
Strand: NUM	BER			Sub-strar	rd : Fract	ions	
Indicator (cod	le)		B2.1.3.1.	1			
Content stand	lard (code)		B2.1.3.1.	<u> </u>			
Performance	Indicator				derstand the fraction one-half and one-quarter		
			as the quantity obtained by taking I part when a whole is				
				ed into two			
-	•				and Colla	boration	Personal Development
and Leadershi	p Critical Thinking	and Proble	em solving.	•			
Keywords			Halves, o	ne-half, wh	nole, por	 t.	
T. L .R. (s)			· ·	· · · · · · · · · · · · · · · · · · ·	· •		ges, diagrams showing
				objects etc	ects etc.		
Ref:	N	/lathematic	cs curriculu	-			
DAY	Phase 1:		Phase 2:	se 2: Main		Phase 3:	
Starter		(new learning including			Plenary / Reflections		
(preparing the brain		assessment)					
for learning)							
Monday 1. Learners form		Use concrete objects to explain		-	What new things have		
convenient groups and		the fraction one-fourth as the			you learned today?		
	each group is g		quantity obtained by taking 1 part			-	Loorning and and a section
	even number of tops and empt			vhole objec	-	tioned	Learning progress voting: Ask learners to show by
	tops and empt	y tiiis.	into four	equal part	S		May leatifeld to slink ny

- 2. Put the bottle tops in the empty tins and shake it up.
- 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.
- 4. Learners play in turns and record their findings.
- 5. the group to get the fraction which represent half of a whole wins the game.

DEBRIEFING

- 1. How did you find the activity? What made it so?
- 2. Mention some of the fractions you recorded?
- 3. What will you do to share objects equally with your friends?

Share lesson indicator and treat key words with learner.

Differentiated lesson Low Ability Learners

 Present learners with pictures of objects and task them to shade halves of the objects.

High Ability Learners

 Present learners with pictures of objects
 and task them to shade halves of the objects

Assessment: have learners to practice with more examples

their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Tuesday

- 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.
- 2. Put the bottle tops in the empty tins and shake it up.
- 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.

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.

Differentiated lesson Low Ability Learners

 Present learners with pictures of objects and task them to shade halves of the objects.

High Ability Learners

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

	4. Learners play in turns	Present learners with pictures of	
	and record their	-	
		objects	
	findings.	and task them to shade halves of	
	5. the group to get the	the	
	fraction which represent	objects	
	half of a whole wins the		
	game.	Assessment: have learners to	
		practice with more examples	
	DEBRIEFING	,	
	1. How did you find the		
	activity? What made it		
	so?		
	2. Mention some of the		
	fractions you recorded?		
	3. What will you do to		
	share objects equally		
	with your friends?		
	Share lesson indicator		
	and treat key words		
	with learner .		
Wednesday	1. Learners form	Use pictorial representations to	What new things have
	convenient groups and	explain the fraction one fourth as	you learned today?
	each group is given an	the quantity obtained by taking 1	
	even number of bottle	part when a whole object is	Learning progress voting:
	tops and empty tins.	partitioned into four equal parts.	Ask learners to show by
	2. Put the bottle tops in		their fingers of 5 or 3 or 1
	the empty tins and	Differentiated lesson	as to those 'who really
	shake it up.	Low Ability Learners	got it', 'got some of it' or
	3. Pour them on the	Present learners with pictures of	didn't get it' respectively.
	floor/table, observe,	objects	
	count and record the	-	Independent Activity/
	ones with the face up as	and task them to shade quarters of	Homework:
	the numerator over the	the	
	total number of bottle	objects.	
	tops on the table/floor.		
	4. Learners play in turns	High Ability Learners	
	and record their	 Present learners with sheets of 	
	findings.	papers and	
	5. the group to get the	task them to draw objects and	
	fraction which represent	shade one	
	half of a whole wins the	quarter of each object.	
	game.	_	
		Assessment: have learners to	
	DEBRIEFING	practice with more examples	
		practice with more examples	

1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? Share lesson indicator and treat key words with learner. Thursday 1. Learners form Use pictorial representations to What new things have convenient groups and you learned today? explain the fraction one fourth as each group is given an the quantity obtained by taking 1 even number of bottle Learning progress voting: part when a whole object is tops and empty tins. Ask learners to show by partitioned into four equal parts. 2. Put the bottle tops in their fingers of 5 or 3 or 1 as to those 'who really the empty tins and Differentiated lesson got it', 'got some of it' or shake it up. Low Ability Learners 3. Pour them on the didn't get it' respectively. • Give learners a number, e.g. 12. floor/table, observe, Task them count and record the Independent Activity/ to use paper folding to show 10 ones with the face up as Homework: quarters. the numerator over the total number of bottle **High Ability Learners** tops on the table/floor. • Give learners a number, e.g. 16 4. Learners play in turns quarters. and record their Ask learners to mentally tell how findings. many 5. the group to get the wholes there are in 16 quarters... fraction which represent half of a whole wins the game. Assessment: have learners to practice with more examples **DEBRIEFING** 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends?

	Share lesson indicator and treat key words with learner.		
Friday	1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 4. Learners play in turns and record their findings. 5. the group to get the fraction which represent half of a whole wins the game. DEBRIEFING 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? Share lesson indicator and treat key words with learner.	Use pictorial representations to help learners sort fractions into those that are halves and those that are one-fourths.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

Vetted by : Date : Date :	
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WEEK SEVEN: LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Ending: 4	1th March, 2022				Class si	ze:
Day:		Date :				
Monday, 60 minutes				28th February, 2022		
Thursday, 60 minutes				3rd Ma	rch, 202	22
Period :				Lesson	:	
2				1 of 1		
2		2 Of 2				
Strand : DIVERS	SITY OF MATTER		Sub-stra	and : MA	TERIALS	ò
Indicator (code)	B2.1.2.3	.1	(4)		
Content standa	ard (code)	B2.1.2.3			1	
Performance In	ndicator	Learners	s can de	scribe a	solid–s	olid mixture and explain
		how to s	separate	the com	ponents	S.
=	ncies: Creativity and Innovation Co		ation and	Collabo	ration P	ersonal Development
and Leadership	Critical Thinking and Problem Sol	ving.				
Karnia ada	mixtures, solid-solid mixtures.					
Keywords			s, solia-si	olia mixi	ures.	
T. L .R. (s)			t solid su	bstance	s such a	s coins, sand, milo, gari,
			Maize gr	ains and	l chalk.	_
Ref:	lum Page	e				
DAY	Phase 1:	Phase 2:	: Main			Phase 3:
	Starter	(new lea	arning ind	cluding		Plenary / Reflections
	(preparing the brain	assessm	ent)			
	for learning)					
Monday, 60	Play the HOT SEAT game using					What new things have
minutes	the key words.	• Provi	de learne	ers with	solid	you learned today?
	Select a learner to sit facing the other learners with their	materia	als for th	em to		Loarning progress
	back to the board where you	observ	e, e.g. sa	nd, gari,	saw	Learning progress voting: Ask
	write the keywords for	dust, cl	halk, cha	rcoal an	d	learners to show by
	learners to describe what the	cowpea	a.			their fingers of 5 or 3 or
	word means or does and the	• Learn	ers com	bine two)	1 as to those 'who really
	learner in the HOT SEAT has to	materia	als at a ti	me and		got it', 'got some of it'
	guess what the word is.	observ	e what h	appens.		or didn't get it'
	Repeat for all the key words					respectively.

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

- 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 solidsolid mixture.

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

WITATSALL ONE		Assessment: let learners	
		describe a solid–solid mixture	
Thursday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: How did you feel during the game? What new words did you learn? How does it feel to win? What will you do next time to win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner.	 Learners explore ways of separating the components of the solids-solid mixtures they have prepared. Provide more solid materials for learners to do more group activities. 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, etc. Learners to separate some common solid-solid mixtures such as sand and stone, iron nails and sand, gari and groundnut. Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions. Pair up stronger and weaker learners so that stronger learners can help weaker ones. Use the remedial activities as practice for learners who need more of a challenge 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:
L	1		<u> </u>

ment: let learners pe a solid–solid mixture plain how to separate mponents.
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	Signature: Date :

WEEK SEVEN: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Ending: 4th March, 2022					Class	size:	
Day:				Date :			
Tuesday, 60 minutes				1st	1st March, 2022		
Thursday, 60 minutes				3rd	March, 2	022	
Period :				Less	on :		
2				1 of	2		
2				2 of	2		
Strand : ALL AROUND US			Sub-strand : The Environment and the Weather				
Indicator (code)		B2.2.1.	2.1.			
Content standa	rd (code)		B2.2.1.	2.	$\mathcal{O}_{\mathcal{F}}$		
Performance In	dicator		Learne	rs can explain	the elem	ents of weather	
Core Competencies: Creativity and Innovation Com and Leadership Critical Thinking and Problem Solvin Keywords			nmunication and Collaboration Personal Development ng.				
Reywords							
T. L .R. (s)			Pictures				
Ref: Our World Our F			People (curriculum Pa	age		
DAY	Phase 1:		Phase 2: Main		Phase 3:		
	Starter (preparing the brain for learning)		(new learning including assessment)		Plenary / Reflections		
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING:		elementemper rainfall, humidicover.	/precipitation ty, wind and c	loud er chart	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners explain the elements of weather

Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Learners watch videos or pictures of different weather conditions.

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

WHATSAPP ONLY	0245350591		
	Share lesson indicator and treat		
	key words with learner	Assessment: Let learners	
		explain the elements of	
	Share lesson indicator and treat key words with learner .	weather	

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WEEK SEVEN: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

				•		
Week Ending: 4th March, 2022				Class size:		
Day:			0	Date:		
Friday, 60 minutes			4	4th March, 2022		
Period :			L	esson :		
2			1	L of 1		
Strand : M	OTOR SKILL AND MOVE	MENT	Sub-strand	: MANIPULATIVE SKILLS		
PATTERNS						
Indicator (code) B2.1.2.1.4			L.4			
Content st	andard (code)	B2.1.2.1	l.			
Performar	nce Indicator	Learner	s can perforr	n the overhand throw pat	tern	
_	petencies: Creativity and o Critical Thinking and Pro			ication and Collaboration	Personal Development and	
Keywords						
T. L .R. (s) Balls			Balls			
Ref:	PE curriculum Page					
DAY	Phase 1:	Phase 2	: Main		Phase 3:	
	Starter	(new lea	arning includ	ing assessment)	Plenary / Reflections	
	(preparing the brain for learning)					
Friday	Learners jog round a	warm u	p, pick up a b	pall and stand with	What new things have	
	demarcated area in	shoulde	ers straight. E	xtend the arm with the	you learned today?	
files while singing and clapping to warm-up the body for maximal performance and to prevent injuries		ball above the head as you step forward with the opposite leg. Swing the extended arm forward to throw the ball over the hand. Learners practice the skill and give feedback. Allow learners to progress at their pace. Organise a mini handball game for learners to experience the skill in a real-life situation. End the lesson with cool down activities.		6 1. 1 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1		
					Homework:	
Vetted bv :.			Signa	ature:	Date :	

WEEK SEVEN: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending:	Week Ending: 4th March, 2022				Class size:		
Day:				Date :			
Friday, 60 min	Friday, 60 minutes			4th March, 2022			
Period :	Period :			Lesso	n:		
2				1 of 1	-		
Strand : God, H	His Creation and Attributes		Sub-s	trand :	: The En	vironment	
Indicator (code	·	B2. 1.					
Content stand	· · ·	B2. 1.			$\overline{}$		
Performance I	ndicator			- \		te human activities that	
			-	_	}	the environment.	
-	ncies: Creativity and Innovation Comm o Critical Thinking and Problem Solving.		on and	Collabo	oration	rersonal Development	
and Leader Sill	o Chacai minking and Froblem Solving.						
Keywords			<u>0,</u>				
)—				
T. L .R. (s)		Pictures					
Ref:	RME curriculum	Page					
DAY	Phase 1:	Phase	2: Ma	in		Phase 3:	
	Starter				Plenary / Reflections		
	(preparing the brain	assessment)					
	for learning)					had i il i	
Friday	Play the HOT SEAT game using the key words.			draw a		What new things have you learned today?	
	Select a learner to sit facing the			us aspe		learned today!	
	other learners with their back to			onment		Learning progress voting:	
	the board where you write the			ment, onmen	٠.	Ask learners to show by	
	keywords for learners to describe	etc.	e envir	ommen	<i>'</i>	their fingers of 5 or 3 or 1	
	what the word means or does and the learner in the HOT SEAT has to	etc.				as to those 'who really got it', 'got some of it' or	
	guess what the word is. Repeat for	Differ	entiate	ed learr		didn't get it' respectively.	
	all the key words			r learne	•	G :	
			_	e quest	tions	Independent Activity/	
	DEDDIEFING		nd the	•		Homework:	
	DEBRIEFING: •How did you feel during the	learne	ers who	o are			
	game?	strugg	gling				
	•What new words did you learn?						
		1			I		

•How does it feel to win? answer similar •What will you do next time to questions. win? • Pair up stronger and weaker learners so that stronger learners can Share lesson indicator and treat help weaker ones. key words with learner • Use the remedial activities as practice for Share lesson indicator and treat learners key words with learner. who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners draw and colour various aspects of the environment: safe environment, -

Vattad hv	•	Signature:	Dato ·
v Clica by		JIETIALUI C	Date

unsafe environment

WEEK SEVEN: LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Ending:	4th March, 2022				Class	size:	
Day:				Date :			
Tuesday, 60 minutes				1st March, 2022			
Thursday, 60 minutes				3rd M	arch, 2	022	
Period :				Lesson	:		
2				1 of 2			
2				2 of 2			
Strand : My C	ountry Ghana		Sub-st	rand : T	he Peo	ple Of Ghana	
Indicator (cod	le)	B2.2.1	.1.1		CX		
Content stand	dard (code)	B2.2.1	.1.	C			
Performance	Indicator	Learne	rs can s	state the	chara	cteristics of the ethnic groups	
		in Gha	na 🐧				
_	encies: Creativity and Innovation Co		ation a	nd Colla	boratio	on Personal Development	
and Leadershi	p Critical Thinking and Problem Solv	ing.					
Voanda		Dunga					
Keywords		lunar, ancestors, mourning, prophet, harvest, Islam, stool house, alcohol					
T L D (c)		Pictures or a documentary of the festivals					
T. L .R. (s)					-	t ethnic groups in Ghana	
Ref:	History curricul			JIIS OI UI	Heren	Letillic groups in Ghana	
nei.	Thistory curricul	uiii ra	; c				
DAY	Phase 1:	Phase	2: Main	<u> </u>		Phase 3:	
	Starter	(new l	earning	includir	ng	Plenary / Reflections	
	(preparing the brain	assess	_				
	for learning)						
Tuesday	Play the HOT SEAT game using	Identi	fy the			What new things have you	
	the key words.	charac	teristics	s (food,		learned today?	
	Select a learner to sit facing the		ls, dres	<u> </u>			
	other learners with their back	_	ge, poli			Learning progress voting:	
	to the board where you write the keywords for learners to				d	Ask learners to show by their fingers of 5 or 3 or 1	
	describe what the word means		mic acti	•		as to those 'who really got	
	or does and the learner in the		•	etc.) of		it', 'got some of it' or didn't	
	HOT SEAT has to guess what	in Gha		thnic gr	oups	get it' respectively.	
	the word is. Repeat for all the	iii Giia	ııd.			•	
	key words	Differe	ntiated	l learnin	g	Independent Activity/	
		<u> </u>				Homework:	

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners state the characteristics of the ethnic groups in Ghana

Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Identify the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths etc.) of some of the ethnic groups in Ghana.

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

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	Share lesson indicator and treat key words with learner .	who struggle, and the extension activities for those learners who need more of a challenge	
		Assessment: let learners state the characteristics of the ethnic groups in Ghana	

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WEEK SEVEN: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending	: 4th March, 2022				Class size:	
Day:				Date :		
Monday, 60 minutes				28th February, 2022		
Wednesday, 60 minutes				2nd M	arch, 2022	
Period :				Lesson	:	
2				1 of 2		
2				2 of 2		
Strand : VISU	AL ARTS		Sub-st	rand : Di	splaying and Sharing	
Indicator (cod	le)	B2 1.3	4.1		- / /	
Content stand	dard (code)	B2 1.3	4.	C		
Performance	Indicator	Learne	rs can p	olan for a	display of own artworks to share	
		creativ	e exper	iences b	ased on ideas from visual artworks	
		that re	eflect th	ne histor	y and culture of people in other	
		Ghana	ian com	munities		
Core Compete	encies: Creativity and Innovation Co	mmunio	ation ar	nd Collab	oration Personal Development	
and Leadersh	ip Critical Thinking and Problem Sol	ving.				
Keywords						
		5: :				
T. L .R. (s)		Picture				
Ref:	Creative Arts co	urriculur	n			
DAY	Dhasa 1	Dhasa	2. 14-1-		Dhasa 2:	
DAY	Phase 1:		2: Main	و ماناه و داده و	Phase 3:	
	Starter	assessi	_	including	Plenary / Reflections	
	(preparing the brain for learning)	assessi	iieiit)			
Monday	Play the HOT SEAT game using	Loarno	rs aro to	<u> </u>	What now things have you	
ivioliday	the key words.	Learners are to: What new things have learned today?				
	Select a learner to sit facing			rtworks	,	
	the other learners with their			r Ghanai	Learning progress voting	
	back to the board where you	1 ' '	unities;	i Gilaliai	Ask learners to show by	
	write the keywords for		iss the n	eed for	their fingers of 5 or 3 or 1	
	learners to describe what the word means or does and the			folio of	as to those 'who really got	
	learner in the HOT SEAT has to		artworks		it', 'got some of it' or didn't get it' respectively.	
	guess what the word is. Repeat	visual	ai twoik:	٥,	didire get it respectively.	
	for all the key words					

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

Assessment: let learners write plan for a display of own artworks to share creative experiences based on ideas from visual artworks that reflect the history and culture of people in other Ghanaian communities

Independent Activity/ Homework:

Wednesday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Learners are to:

☑ plan a display of portfolio of own visual artworks (e.g. drawings, colour work, clay models) to share ideas, educate and inform the public on the history and culture of other people in Ghana

Assessment: let learners write plan for a display of own artworks to share creative experiences based on ideas from visual artworks that reflect the history and culture of people in other Ghanaian communities

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

WHATSAPP ONLY	0245350591		
	Share lesson indicator and treat key words with learner .		
Vetted by :		Signature:	Date :

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WEEK SEVEN: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending:				Class size:	
Day:			Date	:	
Period :			Less	on ·	
2			1 of		
2			1 of	\sim	
2			1 of		
Strand : Writin	g	Suk		d: Penmanship/Handwriting	
•	-		7		
Indicator (code	e)	B2.3.1.1	.1		
Content standa	ard (code)	B2.3.1.1	./_		
Performance I	ndicator	6	Learners should write letters clearly and boldly.		
Core Competer	ncies: Creativity and Innovation C	ommunica	ition a	nd Collaboration Personal Development and	
Leadership Crit	ical Thinking and Problem Solving	<u>.</u>			
Varranda					
Keywords					
T. L .R. (s)		Manila d	ards,	markers, recorded audios visual	
Ref:	Ghanaian Lang	uage curi	riculun	n	
DAY	Phase 1:	Phase 2:	Main	Phase 3:	
	Starter	(new lea	rning	Plenary / Reflections	
	(preparing the brain	includin	g		
	for learning)	assessm	ent)		
	Cover Up	• Write		What new things have you learned	
			f the	today?	
	Learners in convenient groups.	alphabe		y Learning progress voting:	
	 Write a word on the board. Cover all the letters except 		oard.	Ask learners to show by their fingers of	
			earner	5 or 3 or 1 as to those 'who really got	
	the first one, beginning from	to say th		it, got some of it of didn't get it	
	the left to the right, and ask	of the al	phabe	respectively.	
		aloud.			

pupils to make the sound of the letter which is not covered.

- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- Call learners individually to say the letters of the alphabet aloud.
- Assist learners to write letters boldly and clearly.

Assessment: let learners write letters clearly and boldly

Independent Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.
- 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.

What new things have you learned today?

Learning progress voting:

Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

WITATSALL ONLI	0245350591		
	DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.	Assessment: let learners write letters clearly and boldly	
	Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. DEBRIEFING: What did you like about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.	 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: let learners write letters clearly and boldly 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

'etted by :	Signature:	Date :
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SEMESTER ONE BASIC TWO WEEK 8

MANA FILLER



SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending: 11th March, 2022	Class size:
Day:	Date :
Tuesday, 60 minutes	8th March, 2022
Wednesday, 60 minutes	9th March, 2022
Thursday, 60 minutes	10th March, 2022
Friday, 60 minutes	11th March, 2022
Period :	Lesson :
2	1 of 1
Strand :	Sub-strand :
A. Oral Language	A. Conversation
B. Reading	B. Comprehension
C. Writing	C. Writing Simple Words and Sentences
D. Using Writing Conventions	D. Using Action Words
E. Extensive Reading	E. Building The Love and Culture of
	Reading
Indicator (code)	B2.1.6.1.2. B2.2.7.1.1. B2.4.5.1.1
	B2.5.4.1.1 B2.6.1.1.1
Content standard (code)	B2.1.6.1. B2.2.7.1. B2.4.5.1. B2.5.4.1. B2.6.1.1.
Performance Indicator	A. Learners can talk about events at home
Performance mulcator	B. Learners can use illustrations, text clues and
	context to make predictions during reading
	C. Learners can write simple sentences to
	express feelings
	D. Learners can use the simple present tense to
	express habitual actions (simple truths,
	interest, feelings and opinions)
	E. Learners can read a variety of age and level-
	appropriate books and texts from print and
	non-print

Core Competencies: (and Leadership Critical	•		nication and Collabora	tion Personal Development
Keywords				
T. L .R. (s)		Word cards, sentence handwriting on a man	cards, letter cards, iila card and a class library.	
Ref:	Er	nglish Langua	ge curriculum Page	
DAY	Phase 1: Starter (preparing the brai for learning)	in	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	"Pick and act" •Learners in converge groups. •A group leader pick / sentence card and out for the group into mention the activative the leader into mention the activative the leader into mention the activative the leader into members gives answer otherwise; passed on to anoth for a bonus point. DEBRIEFING: 1. What are some of words / sentences in the game? 2. What challenges face in acting or demonstrating? 3. What must your win next time? Share lesson indicative treat key words with the sentences in the game?	cks a word d acts it members ion / is doing. a point if a correct , it is her group of the s you picked did you team do to ator and th learner.	A. ORAL LANGAUGE Introduce the day's topic and show pictures of activities at home. Have learners think-pair-share the domestic activities. Have learners talk about which of the events they like most and why they like them. Have learners role-play some of the scenes. E.g. People engaged in domestic chores. People at table. Assessment: let learners talk about events at home	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:
Tuesday	H-A-N-G-M-A-N SE	PELLING	B.READING • Have learners use text features like	What new things have you learned today?

Mention a word and number of letters are in the word and then draw dash, dash marks on the board for each letter in the word.

draw a person with a parachute. Draw the same number of strings attaching the person to the parachute as the number of letters in the chosen word. The other students then take turns guessing letters from the alphabet that they think may be in the chosen word. If they guess a correct letter, it's written above the dash, dash, and that student then gets a chance to guess what the word is. If they guess an incorrect letter, it is noted on the board and one of the parachute strings is erased.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

- title, illustrations and text clues to make meaning and inferences.
- Have learners predict, brainstorm on the topic and have them read to confirm their predictions.
- Have learners pause frequently during reading to make predictions to enhance comprehension.

Differentiated learning
Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners use illustrations, text clues and context to

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

WHATSAPP ONLY 02453		make predictions during reading	
Wednesday	Writing Chain (Penmanship activity) Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter) When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns. When the last member finishes in each group, he/she shouts 'Bingo!' DEBRIEFING: How did you help your team to win the game? What objects in the classroom look like the strokes you traced? Share lesson indicator and treat key words with learner.	C. WRITING Put learners in groups to share their feelings. Let each one write, at least, one sentence to express a feeling, e.g. "I am happy." Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions. Pair up stronger and weaker learners so that stronger learners can help weaker ones. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners write simple sentences to express feelings	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:
Thursday	Guess the flashcard	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What new things have you learned today?

Friday

While holding a hidden set of flashcards in your hands, slowly reveal them one at a time while the students guess what it is. The child who guesses correctly gets to keep the flashcards –

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories everyday.
- Create situations for learners to use the structure. e.g.
- i. simple truths Lemons are sour. ii. interest – I like playing football. iii. feelings – I am happy.
- iv. opinions He is a good teacher.
- Introduce drills for learners to have practice.
- Put learners into small groups to discuss given topics, using the structures

Assessment: let learners use the simple present tense to express habitual actions

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

t Cover Up

Learners in convenient groups.

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.

E.EXTENSIVE
READING
Use the Author's chair to introduce the reading/ library time.

- Have a variety of age and levelappropriate books for learners to make a choice.
- Introduce narratives, pop-up

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

3. Do this until the sounds of and flip-the-page all the individual letters have texts to learners. been made by pupils. • Introduce e-books 4. Run your finger under the to learners, if word for pupils to blend the available. sounds to read • For each reading 5. The pupil who blend the session, guide sounds to read wins the learners to select books. game. Assessment: let Assessment learners read a What did you like about the variety of age and level-appropriate game? What did you dislike about books and texts from print the game? What must your team do to win next time? Share lesson indicator and

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treat key words with learner.

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending: 11th March, 2022					Class siz	e:	
Day:					Date :		
Tuesday, 60 m	inutes				8th March, 2022		
Wednesday, 60 minutes				9th Marc	ch, 2022		
Thursday, 60 minutes					10th Ma	rch, 2022	
Friday, 60 min	utes				11th Ma	rch, 2022	
Period :					Lesson:		
2					1 of 4		
2					2 of 4		
2					3 of 4	C	
2					4 of 4	· (),	
Strand: NUM	BER			Sub-stran	d : Money		
					N		
Indicator (cod	e)		B2.	1.4.1.1			
Content stand	ard (code)		B2.	1.4.1.	\bigcirc		
Performance I	ndicator		Lea	rners can r	ecognise (Ghanaian d	coins, and currency notes to
			incl	include at least 1 cedi, 2 cedis, 5 cedis, 10 cedis, 20 cedis and			
		<	50 cedis and deSEMESTERine the value of a collection of coins				
			and notes up to at least 50 Ghana cedis				
_	•				n and Coll	aboration	Personal Development
and Leadership	o Critical Thinking	and Problem S	Solvi	ng.			
Keywords			Coi	n, cedi, pes	owa noto		
-							
T. L .R. (s)	A4 -	th		ana pesewa	i coins, 1 c	eai note.	
Ref:	IVIa	thematics curr	icuiu	ım Page			
DAY	Disease 4		DI: -	2 . N.4			N 2
DAY	Phase 1:		Phase 2: Main			Phase 3:	
	Starter	hrain	•	w learning essment)	rning including Plenary / Reflections		Plenary / Reflections
	(preparing the for learning)	Diani	assi	essilient)			
Manday		convenient	Dic	play the Gh	anaian co	di (soins	What now things have
Monday				hay the Gil I notes) cur		•	What new things have you learned today?
Give each group a designed			transaction	•	_	you rearried today.	
money cards			iate discuss			Learning progress voting:	
	Learners plays	in turns (one					Ask learners to show by
	at a time)	_		monetary t			their fingers of 5 or 3 or 1
	Learner picks u	•		rners touch		say tile	as to those 'who really got
	at a time and th	nen add the	rea	tures of eac	LII COIM		

numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game

DEBRIEFING

- 1. How was the game? What makes it so?
- 2. How were you able to get the sum of the numbers you picked?
- 3. How will you be able to add six oranges and two oranges together?

Share lesson indicator and treat key words with learner



Differentiated lesson Low Ability Learners

 Present learners with some pesewa coins to identify and tell the differences in value.

High Ability Learners

 Present learners with coins to tell how much more is one coin bigger/smaller than the other in value

Differentiated lesson Low Ability Learners

 Present learners with some cedi notes to identify and tell the differences in value.

High Ability Learners

 Present learners with notes to tell how much more is one note bigger/smaller than the other in value.

Assessment: have learners to practice with more examples

it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Tuesday

Learners form convenient groups.

Introduce the notes (i.e. 1 cedi, 2 cedis, 5 cedis 10 cedis etc.) in turns and have learners

What new things have you learned today?

Give each group a designed money cards Learners plays in turns (one at a time)

Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game

DEBRIEFING

- 1. How was the game? What makes it so?
- 2. How were you able to get the sum of the numbers you picked?
- 3. How will you be able to add six oranges and two oranges together?

Share lesson indicator and treat key words with learner

examine and talk about its features



Differentiated lesson Low Ability Learners

• Present learners with one number of cedi notes to choose a note that is equivalent to the number of notes. E.g. four of GH¢5 notes make GH¢20.

High Ability Learners

 Task learners to make four different combinations of notes that make GH¢50.
 Assessment: have learners to

practice with more examples

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Wednesday

Learners form convenient groups.

Give each group a designed money cards
Learners plays in turns (one at a time)
Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the

learner put the cards back and the cards are shuffled.

State the relationship between ¢2 and ¢10; ¢5 and ¢10; ¢2 and ¢20; ¢5 and ¢20, ¢10 and ¢50



Differentiated lesson Low Ability Learners What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

The learner with the highest number of cards at the end wins the game

DEBRIEFING

- 1. How was the game? What makes it so?
- 2. How were you able to get the sum of the numbers you picked?
- 3. How will you be able to add six oranges and two oranges together?

Share lesson indicator and treat key words with learner

 Present learners with price tags and challenge them to choose appropriate notes or combinations of notes that can buy the items

High Ability LearnersTask learners to combine

different notes that make up GH¢50

Assessment: have learners to practice with more examples

Thursday

Learners form convenient groups.

Give each group a designed money cards

Learners plays in turns (one at a time)

Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end

. State the relationship between ¢2 and ¢10; ¢5 and ¢10; ¢2 and ¢20; ¢5 and ¢50









Differentiated lesson Low Ability Learners

 Present learners with price tags and challenge them to choose appropriate notes or combinations of notes that can buy the items

DEBRIEFING

wins the game

- How was the game?What makes it so?
- 2. How were you able to get the sum of the numbers you picked?
- 3. How will you be able to add six oranges and two oranges together?

High Ability Learners

 Task learners to combine different notes that make up GH¢50 What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

WHATSAPP UNLY	U24555U591		
Friday	Share lesson indicator and treat key words with learner. Learners form convenient groups. Give each group a designed money cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the	Assessment: have learners to practice with more examples . State the relationship between ¢2 and ¢10; ¢5 and ¢10; ¢2 and ¢20; ¢5 and ¢20, ¢10 and ¢50 Differentiated lesson Low Ability Learners	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:
	-		
	•		

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SUBJECT: SCIENCE CLASS: TWO

Week Ending: 11th March, 2022					Class size:		
Day:					Date :		
Thursday, 60 m	ninutes				10th March, 2022		
Period :					Lesson	:	
2					1 of 1		
Strand : DIVERS	SITY OF MATTER			Sub-stra	and : MA	ATERIALS	,
Indicator (code	2)		B2.1.2.3	3.1			
Content standa	ard (code)		B2.1.2.3	3.			
Performance Ir	ndicator		Learner	rs can de	scribe a	solid–s	olid mixture and explain
			how to	separate	the con	ponents	S
T	•			ation and	Collabo	ration P	ersonal Development
and Leadership	Critical Thinking	and Problem Sol	ving.	D			
Keywords			mixture	es, solid-s	olid miv	tures	
Reywords			IIIXCUIC	.5, 50Hu 5		cai cs.	
T. L .R. (s)			differer	nt solid su	ıbstance	s such a	s coins, sand, milo, gari
···· (0)			different solid substances such as coins, sand, milo, gari, gravels. Maize grains and chalk.				
Ref:		Science curricu	-				
				•			
DAY	Phase 1:	12	Phase 2	: Main			Phase 3:
	Starter	AL.	(new learning including			Plenary / Reflections	
	(preparing the b	orain	assessment)				
	for learning)						
Monday, 60	Play the HOT SE	AT game using					What new things have
minutes	the key words.	to sit facing	_	ide learn		solid	you learned today?
	Select a learner the other learner	•		ials for th			Learning progress
	back to the boa			/e, e.g. sa	_		voting: Ask
	write the keywo	•	,	chalk, cha	rcoal an	d	learners to show by
	learners to desc		cowpe				their fingers of 5 or 3 or
word means or does and the learner in the HOT SEAT has to guess what the word is.			ners com		ס	1 as to those 'who really	
			ials at a ti			got it', 'got some of it'	
Repeat for all the key words		observe what happens. • Learners talk about the or didn't get it' respectively.		respectively.			
		,					
				es they h			Independent Activity/
	DEBRIEFING:			earners v			Homework:
			products they have formed		nea		

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

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 solidsolid mixture.

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners describe a solid–solid mixture

Thursday, 60 minutes

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is.

Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

- Learners explore ways of separating the components of the solids-solid mixtures they have prepared.
- Provide more solid materials for learners to do more group activities.
- 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, etc.
- Learners to separate some common solid-solid mixtures such as sand and stone, iron nails and sand, gari and groundnut.

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners who
are struggling
answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners describe a solid–solid mixture and explain how to separate the components.

What new things have you learned today?

Learning progress
voting: Ask
learners to show by
their fingers of 5 or 3 or
1 as to those 'who really
got it', 'got some of it'
or didn't get it'
respectively.

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Ending:	Class size:						
Day:			Date :				
Tuesday, 60 mir	nutes			8th March, 2022			
Thursday, 60 m	inutes			10th	March,	2022	
Period :				Lesso	n :		
2				1 of 2	<u> </u>		
2				2 of 2	2		
Strand : ALL AR	OUND US			Sub-strand:	The Envi	ronment and the Weather	
Indicator (code)		B2.2.1.	2.1.	-//		
Content standa	rd (code)		B2.2.1.	2.	\bigcirc		
Performance In	dicator		Learne	s can explain	the elem	ents of weather	
Core Competencies: Creativity and Innovation Com and Leadership Critical Thinking and Problem Solvin Keywords			mmunication and Collaboration Personal Development ving.				
,							
T. L .R. (s)			Pictures				
Ref:		Our World Our	People (curriculum Pa	ge		
DAY	Phase 1:		Phase 2: Main			Phase 3:	
	Starter (preparing the b for learning)	rain	(new learning including assessment)		Plenary / Reflections		
Tuesday	5.		elementemper rainfall, humidit cover. Learner using sy	precipitation, by, wind and cl	oud er chart	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners explain the elements of weather

Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Learners watch videos or pictures of different weather conditions.

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

What new things have you learned today?

Learning progress
voting: Ask
learners to show by their
fingers of 5 or 3 or 1 as
to those 'who really got
it', 'got some of it' or
didn't get it'
respectively.

WHATSAPP ONLY ()245350591		
	Share lesson indicator and treat		
	key words with learner	Assessment: Let learners	
		explain the elements of	
	Share lesson indicator and treat	weather	

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key words with learner.

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Ending: 11th March, 2022				Class size:		
Day:			1	Date :		
Friday, 60 m	inutes		:	11th March, 2022		
Period :			1	Lesson:		
2			:	1 of 1		
Strand: MO	TOR SKILL AN	D MOVEMENT S	Sub-stranc	: MANIPULATIVE SKILLS		
PATTERNS						
Indicator (co	ode)	B2.1.2.1.5:				
Content star	ndard (code)	B2.1.2.1.				
Performance	e Indicator	Learners can throw throw pattern.	v a ball to a	a partner using the underhar	nd, overhand and sidearm	
		tivity and Innovation ng and Problem Solv		ication and Collaboration Pe	ersonal Development and	
			10	\mathcal{L}		
T. L .R. (s)		Cones. Balls				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inclu	uding asse	ssment)	Plenary / Reflections	
	(preparing the brain for learning)	ARI				
Friday	Learners	After warm ups pic	k up a ball	and stand with shoulders	What new things have	
	jog round a	straight. Extend the	e arm with	the ball above the head as	you learned today?	
	demarcate	you step forward w	vith the op	posite leg. Swing the	Loarning progress	
	d area in	extended arm forw	vard to thr	ow the ball over the hand.	Learning progress voting: Ask	
	files while	Learners to practic	e the skill	and give feedback. Use the	learners to show by	
	singing and	earlier standing pa	ttern but t	his time, stretch the	their fingers of 5 or 3 or	
	clapping to	throwing arm dow	throwing arm down and flex the trunk sideways toward			
	warm-up	_	_	hand quickly and forcefully	really got it', 'got some	
	the body	to throw the ball for	orward wh	iles extending the trunk	of it' or didn't get it'	
	for	•		rs practice the skill,	respectively.	
	maximal	observe and give th	hem feedb	ack.		

\// 	1ATS/	ΔPP	ONI Y	024535	0591

performan	Organise a handball game for learners to experience	Independent Activity/
ce and to	the skill in real-life situation. End the lesson with cool	Homework:
prevent	down activities.	
injuries		

Vetted by :	Signature:	Date:

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending: 1	.1th March, 2022			Class size:	
Day:		Date	Date :		
Friday, 60 minut	Friday, 60 minutes		11th	March, 2022	
Period :	Period :		Less	Lesson:	
2			1 of	1	
Strand : God, His Creation and Attributes		Sub-strand : The Environment			
Indicator (code)		B2. 1	B2. 1.2.1.2		
Content standa	rd (code)	B2. 1	B2. 1.2.1.		
Performance Indicator		Learners can demonstrate human activities that destroy God's creation or the environment.			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords			ooration Personal Development		
T. L .R. (s)		Pictures			
Ref:	RME curriculum F	Page			
DAY	Phase 1: Starter (preparing the brain for learning)	(new	e 2: Main learning ding sment)	Phase 3: Plenary / Reflections	
Friday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: How did you feel during the game? What new words did you learn? How does it feel to win?	Let le abou envir Differ learn Ask s learn answ quest first a	earners tall t the desir onment. rentiated ing tronger ers to er some tions and then I	Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	

		answer similar	
Share lesson indic words with learne	Share lesson indicator and treat key	questions.	
		• Pair up stronger	
	words with learner	and weaker	
		learners so that	
	Share lesson indicator and treat key	stronger learners	
	words with learner .	can help weaker	
		ones.	
		• Use the	
		remedial activities	
		as practice for	
		learners	
		who struggle, and	
		the extension	
		activities for	
		those learners	
		who need more of	
		a challenge	
		Assessment: let	
		learners describe	
		a desired	
		environment.	

/etted by :	Signature:	Date :
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SUBJECT: HISTORY CLASS: TWO

Week Ending:	11th March, 2022			Class	size:	
Day:			Date :			
Tuesday, 60 minutes			8th March,	2022		
Thursday, 60 m	ninutes			10th March,	2022	
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand : My Country Ghana Sub-		Sub-st	trand : The People Of Ghana			
Indicator (code	e)	B2.2.1.	1.1	\sim		
Content standa	ard (code)	B2.2.1.	1.	Q		
Performance II	ndicator	Learne	s can st	ate the chara	cteristics of the ethnic groups	
	in Ghana		ia 「	7,		
-	ncies: Creativity and Innovation Co		ation an	d Collaboratio	on Personal Development	
and Leadership	Critical Thinking and Problem Solv	/ing.	1			
Vorgeonde		lunar a	postor	es maurning i	aranhat harvast Islam staal	
Keywords			ancestors, mourning, prophet, harvest, Islam, stool			
T L D (c)	house, alcohol		f the feetivals			
1. L .K. (S)				documentary of the festivals		
Ref:	Hickory curricul		elebrations of different ethnic groups in Ghana			
nei.	History curricul	uiii Pag	e			
DAY Phase 1: Phase 2: Main			Phase 3:			
	Starter	_	_	ncluding	Plenary / Reflections	
	(preparing the brain	assessn	nent)			
	for learning)					
Tuesday	, , , , , , , , , , , , , , , , , , , ,			=	What new things have you	
	the key words.	-	s/ interr		learned today?	
	Select a learner to sit facing the other learners with their		of one	of the ethnic	Learning progress voting:	
	back to the board where you	groups	what th	20	Ask learners to show by	
	write the keywords for		entary e	_	their fingers of 5 or 3 or 1	
	learners to describe what the	accann	erreary c		as to those 'who really got	
	word means or does and the	Differe	ntiated	learning	it', 'got some of it' or	
	learner in the HOT SEAT has to	Ask stro	onger le	arners to	didn't get it' respectively.	
	guess what the word is. Repeat for all the key words			uestions	Independent Activity/	
	Tot all the Key Words			et learners	Homework:	
		who are	e strugg	ling		

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners describe a festival of one of the ethnic group

Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

Show documentary/pictures/ internet of a festival of one of the ethnic groups Discuss what the

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

documentary entails.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

WHATSAPP ONLY 0245350591	Assessment: let learners	
	describe a festival of one of the ethnic group	
Vetted by :	Signature:	Date :

WANTE FILL ROUNT OF THE SCH

WEEK EIGHT: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending: 1	11th March, 2022			Class	size:	
Day:				Date :		
Wednesday, 60 minutes				9th March, 2022		
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand : PERFOR	RMING ARTS		Sub-st	rand : Displayir	ng and Sharing	
Indicator (code		B2 2.3.	4.2			
Content standa	rd (code)	B2 2.3.	4.	CX		
Performance In	dicator	Learne	rs can p	lan for a display	of own performing artworks	
		to sha	e creat	ive experiences	s based on ideas that reflect	
		the n	atural	and manmad	e environments in other	
		Ghana	an com	munities		
	cies: Creativity and Innovation Co		ation a	nd Collaboratio	n Personal Development	
and Leadership	Critical Thinking and Problem Solv	ing.				
War and a		120				
Keywords						
T. L .R. (s)		Picture	:S			
Ref:	Creative Arts co	urriculur	n			
DAY	Phase 1:	Phase	2: Main		Phase 3:	
	Starter	(new learning including Plenary / Reflections				
	(preparing the brain	assessment)				
	for learning)					
Monday	Play the HOT SEAT game using		rs are to		What new things have you	
	the key words.	② watch a short video that learned today?				
	Select a learner to sit facing the other learners with their			ural and	Learning progress voting:	
	back to the board where you			ironments in	Ask learners to show by	
	write the keywords for	·		Ghana;	their fingers of 5 or 3 or 1	
	learners to describe what the		=	mances by	as to those 'who really got	
	word means or does and the		_	ctors such as	it', 'got some of it' or	
learner in the HOT SEAT has to		creativity and originality; didn't get it' respective				
	guess what the word is. Repeat for all the key words				Independent Activity/	
	repeat for all the key words	Assessment: let learners Independent Activity/				
		write p	lan for	a display of		

own performing artworks to **DEBRIEFING:** share creative experiences How did you feel during the based on ideas that reflect game? the natural and manmade •What new words did you environments in other learn? Ghanaian communities •How does it feel to win? •What will you do next time to win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. What new things have you Wednesday Play the HOT SEAT game using Learners are to: the key words. learned today? 2 plan the arrangement of Select a learner to sit facing own music, dance and the other learners with their Learning progress voting: drama to share ideas on the back to the board where you Ask learners to show by natural and manmade write the keywords for their fingers of 5 or 3 or 1 environments of other learners to describe what the as to those 'who really got Ghanaian communities word means or does and the it', 'got some of it' or learner in the HOT SEAT has to didn't get it' respectively. guess what the word is. Assessment: let learners Repeat for all the key words Independent Activity/ write plan for a display of Homework: own performing artworks to share creative experiences DEBRIEFING: based on ideas that reflect • How did you feel during the the natural and manmade game? What new words did you environments in other Ghanaian communities •How does it feel to win? •What will you do next time to win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner. Vetted by :..... Signature: Date:

WEEK EIGHT: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending:				Clas	s size:	
Day:			Date	e :		
Period :			Less	on :		
2			1 of	1		
2			1 of			
2			1 of		3	
Strand : Writing	g	S	ub-strar	nd : F	Penmanship/Handwriting	
Indicator (code	.)	B2.3.1	12			
Content standa	·	B2.3.1		•		
Performance In			\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	Lea	rners should write words clearly and	
		boldly				
-			ication a	nd C	collaboration Personal Development and	
Leadership Crit	ical Thinking and Problem Solving	•				
Keywords						
neywords						
T. L .R. (s)		Manil	a cards,	marl	kers, recorded audios visual	
Ref:	Ghanaian Langi	uage ci	urriculur	n		
		Ι				
DAY	Phase 1:		2: Main		Phase 3:	
	Starter (preparing the brain	includ	learning		Plenary / Reflections	
" ' "			ment)			
	Cover Up		d learner	·s	What new things have you learned	
	3070. 3 p		the lett		today?	
	Learners in convenient groups.	-	alphabe			
	1. Write a word on the board.	aloud	•		Learning progress voting:	
	2. Cover all the letters except	• Call	learners		Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got	
	the first one, beginning from	individ	dually to		it', 'got some of it' or didn't get it'	
	the left to the right, and ask	say th	e letters	of	respectively.	

pupils to make the sound of the the alphabet Independent Activity/ Homework: letter which is not covered. aloud. 3. Do this until the sounds of all • Write short the individual letters have been words boldly on made by pupils. the board. 4. Run your finger under the Lead learners word for pupils to blend the to mention the sounds to read 5. The pupil who blend the words aloud. sounds to read wins the game. • Call learners individually to mention the **DEBRIEFING:** words. What did you like about the Assist learners game? What did you dislike about the to write the words boldly and What must your team do to win clearly. next time? Assessment: let learners write Share lesson indicator and treat words clearly and key words with learner. boldly Onset and Rime Game Lead learners What new things have you learned today? to say the letters Learners in convenient groups. of the alphabet Learning progress voting: aloud. 1. Write onsets and rime of Ask learners to show by their fingers of Call learners words (e.g. ink words) on cards. 5 or 3 or 1 as to those 'who really got individually to 2. Mix the cards up and place it', 'got some of it' or didn't get it' say the letters of them on a table or in a bowl in respectively. front of the class. the alphabet Independent Activity/ Homework: 3. A pupil picks a card. If s/he aloud. picks an onset, s/he searches • Write short for a card with a rime and vice words boldly on versa. S/he then puts the two the board. cards together and blends the Lead learners sounds to read the word and writes the word on the board. to mention the That particular onset is put words aloud. aside. Example S ink Sink Call learners The team that is able to read individually to and write more words becomes mention the the winner. words.

game?	words boldly and	
What did you dislike about the game?	clearly.	
What must your team do to win next time?	Assessment: let	
	learners write	
	words clearly and	
Share lesson indicator and treat key words with learner .	boldly	
 Cover Up	Lead learners	What new things have you learned
	to say the letters	today?
Learners in convenient groups.	of the alphabet	CX
1. Write a word on the board.	aloud.	Learning progress voting: Ask learners to show by their fingers of
2. Cover all the letters except	Call learners	5 or 3 or 1 as to those 'who really got
the first one, beginning from	individually to	it' , 'got some of it' or didn't get it'
the left to the right, and ask	say the letters of	respectively.
pupils to make the sound of the letter which is not covered.	the alphabet	Independent Activity/ Homework:
3. Do this until the sounds of all	aloud.Write short	independent Activity/ Homework.
the individual letters have been	words boldly on	
made by pupils.	the board.	
4. Run your finger under the	• Lead learners	
word for pupils to blend the sounds to read	to mention the	
5. The pupil who blend the	words aloud.	
sounds to read wins the game.	Call learners	
	individually to	
DEBRIEFING:	mention the	
What did you like about the	words.	
game?	Assist learners	
What did you dislike about the	to write the	
game?	words boldly and	
What must your team do to win next time?	clearly.	
	Assessment: let	
Share lesson indicator and treat	learners write	
key words with learner .	words clearly and	
	boldly	



SEMESTER ONE BASIC TWO WEEK 9

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SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending: 18th March, 2022	Class size:			
Day:	Date :			
Monday, 60 minutes 14th March, 2022				
Tuesday, 60 minutes	15th March, 2022			
Wednesday, 60 minutes	16th March, 2022			
Thursday, 60 minutes	17th March, 2022			
Friday, 60 minutes	18th March, 2022			
Period :	Lesson :			
2	1 of 1			
2	1 of 1			
2	1 of 1			
2	1 of 1			
2	1 of 1			
Strand :	Sub-strand :			
A. Oral Language	A. Conversation			
B. Reading	B. Comprehension			
C. Writing	C. Controlled Writing			
D. Using Writing Conventions	D. Using Action Words			
E. Extensive Reading	E. Building The Love and Culture of ReadingF.			
Indicator (code)	B2.1.6.1.2. B2.2.7.1.2. B2.4.7.1.1 B2.5.4.1.1			
	B2.6.1.1.1			
Content standard (code)	B2.1.6.1. B2.2.7.1 B2.4.7.1. B2.5.4.1.			
	B2.6.1.1.			
Performance Indicator	A. Learners can talk about events at home			
	B. Learners can ask and answer factual and inferenti			
questions about level-appropriate texts				
	C. Learners can write or copy correct sentences from			
	substitution tables			
	D. Learners can use the simple present tense to express			
	habitual actions (simple truths, interest, feelings and			
	opinions)			
	E. Learners can read a variety of age and level-			
	appropriate books and texts from print and non-print			

•			n Personal Development
	English Lar	Word cards, sentence cards, lett manila card and a class library. nguage curriculum Page	er cards, handwriting on a
Phase 1: Starter (preparing the for learning)	brain	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
•Learners in congroups. •A group leadword / senten and acts it out group member mention the anactivity the lead oing. •The group ear if the member correct answer otherwise;, it is on to another a bonus point. DEBRIEFING: 1. What are so words / senten picked in the group are in act demonstrating and the second with the group face in act demonstrating and the second with the group face in act demonstrating and the second with the group face in act demonstrating and the second with the group face in act demonstrating and the second with the group face in act demonstrating and the second with the group face in act demonstrating and the second with the group face in act demonstrating and the second with the group face in act demonstrating and the second with the group face in act demonstrating and the second with the group face in act demonstrating and the second with the group face in act demonstrating and the second with the group face in act demonstrating and the second with the group face in act demonstrating and the second with the group face in act demonstrating and the second with the group face in act demonstrating and the second with the group face in act demonstrating and the grou	er picks a ce card for the rs to ction / ider is rns a point s gives a r s passed group for ome of the nces you game? nges did ing or g; your team time?	 A. ORAL LANGAUGE Introduce the day's topic and show pictures of activities at home. Have learners think-pairshare the domestic activities. Have learners talk about which of the events they like most and why they like them. Have learners role-play some of the scenes. E.g. People engaged in domestic chores. People at table. Assessment: let learners talk about events at home	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:
	Phase 1: Starter (preparing the for learning) "Pick and act" •Learners in congroups. •A group leads word / sentent and acts it out group member mention the activity the lead oing. •The group ear if the member correct answer otherwise;, it is on to another a bonus point. DEBRIEFING: 1. What are so words / sentent picked in the group face in act demonstrating and the sentence of the sentence o	Phase 1: Starter (preparing the brain for learning) "Pick and act" • Learners in convenient groups. • A group leader picks a word / sentence card and acts it out for the group members to mention the action / activity the leader is doing. • The group earns a point if the members gives a correct answer otherwise;, it is passed on to another group for a bonus point. DEBRIEFING: 1. What are some of the words / sentences you picked in the game? 2. What challenges did you face in acting or demonstrating? 3. What must your team do to win next time? Share lesson indicator and treat key words with	Phase 1: Starter (preparing the brain for learning) "Pick and act" *Learners in convenient groups. A group leader picks a word / sentence card and acts it out for the group members to mention the action / activity the leader is doing. *The group earns a point if the members gives a correct answer otherwise,; it is passed on to another group picked in the game? 2. What challenges did you face in acting or demonstrating? 3. What must your team do to win next time? Word cards, sentence cards, lett manila card and a class library. Word cards, sentence cards, lett manila card and a class library. A class 2: Main (new learning including assessment) A. ORAL LANGAUGE Introduce the day's topic and show pictures of activities at home. Have learners think-pair-share the domestic activities. Have learners talk about which of the events they like most and why they like them. Have learners role-play some of the scenes. E.g. People engaged in domestic chores. People at table. Assessment: let learners talk about events at home

Tuesday

H-A-N-G-M-A-N SPELLING GAME

Mention a word and

number of letters are in

the word and then draw

dash, dash marks on the board for each letter in the word. draw a person with a parachute. Draw the same number of strings attaching the person to the parachute as the number of letters in the chosen word. The other students then take turns guessing letters from the alphabet that they think may be in the chosen word. If they guess a correct letter, it's written above the dash, dash, and that student then gets a chance to guess what the word is. If they guess

DEBRIEFING:

What did you like about the game? What did you dislike about the game? What must your team do to win next time?

an incorrect letter, it is

noted on the board and one of the parachute strings is erased.

Share lesson indicator and treat key words with learner.

B.READING

- Have learners read levelappropriate texts in pairs.
- Guide learners to ask and answer simple inferential questions on the texts

Differentiated learning
Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners ask and answer factual and inferential questions about level-appropriate texts What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Writing Chain C. WRITING What new things have you Wednesday (Penmanship activity) Have a simple 3-4 learned today? column substitution table on Learners in convenient the board. e.g. Learning progress voting: groups e.g (Group A & B) Ask learners to show by Sing School observe/ perceive a card their fingers of 5 or 3 or 1 We Play Home with an inscription (a as to those 'who really got at it', 'got some of it' or pattern or a letter) The Read the didn't get it' respectively. Boys park When signaled, the first learner in each Group Independent Activity/ Have learners identify Homework: passes the card to the the words that make up the next group member and table. at the same time writes With an example, let or draws the same learners form sentences from pattern on a sheet. They the substitution table. all do the card passing Have learners read out and drawing in turns. their sentences and write down When the last member their sentences in their books. finishes in each group, he/she shouts 'Bingo!' Differentiated learning Ask stronger learners to answer **DEBRIEFING:** some questions How did you help your first and then let learners who team to win the game? are struggling answer similar questions. What objects in the • Pair up stronger and weaker classroom look like the learners so that strokes you traced? stronger learners can help weaker ones. Share lesson indicator • Use the remedial activities as and treat key words with practice for learners learner. who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners write or copy correct sentences from substitution tables Thursday Sentence Scrabble D.WRITING CONVENTIONS What new things have you learned today? (using simple sentences AND GRAMMAR USAGE clearly and correctly)

Learners in convenient • Tell learners some of the Learning progress voting: things you do daily in short and Ask learners to show by groups. simple sentences. their fingers of 5 or 3 or 1 Using word cards, e.g. I read stories everyday. as to those 'who really got learners arrange the • Create situations for learners it', 'got some of it' or words to form to use the structure. didn't get it' respectively. grammatically correct e.g. sentences. i. simple truths – Lemons are Independent Activity/ Homework: sour. Example ii. interest – I like playing learners gain points or football. each correct sentences iii. feelings – I am happy. iv. opinions - He is a good they come up with, teacher. learners are given more Introduce drills for learners to word cards until the have practice. cards are exhausted. The • Put learners into small groups group with highest to discuss given topics, using points win the game. the structures **DEBRIEFING** Assessment: let learners use How did you find the the simple present tense to sentences Scrabble express habitual actions game? Was the game challenging? How can this game be improved? Share lesson indicator and treat key words with learner. Friday Cover Up **E.EXTENSIVE READING** What new things have you learned today? Use the Author's chair to introduce the reading/library Learners in convenient Learning progress voting: groups. time. Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game.

Assessment
What did you like about
the game?
What did you dislike
about the game?
What must your team
do to win next time?

Share lesson indicator and treat key words with learner.

- Have a variety of age and level-appropriate books for learners to make a choice.
- Introduce narratives, pop-up and flip-the-page texts to learners.
- Introduce e-books to learners, if available.
- For each reading session, guide learners to select books.

Assessment: let learners read a variety of age and level-appropriate books and texts from print

it', 'got some of it' or didn't get it' respectively.

etted by :	 Signature:	Date :
citca by	 Jigilature	Date

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending:	18th March, 20	22				Class si	ze:
Day:			Date:				
Monday, 60 minutes			14th M	arch, 202	22		
Tuesday, 60 mi	inutes				15th M	arch, 202	22
Wednesday, 60) minutes				16th M	arch, 202	22
Thursday, 60 m	ninutes				17th M	arch, 202	22
Friday, 60 minu	utes				18th M	arch, 202	22
Period :					Lesson		
2					1 of 5		
2					2 of 5	(A)	
2					3 of 5)	
2					4 of 5		
2					5 of 5		
Strand : ALGEB	BRA		(Sub-stra	nd : Patt	erns and	Relationships
Indicator (code	e)		B2.2.1.1	1			
Content standa	ard (code)		B2.2.1.1	,			
Performance I	ndicator			rners can demonstrate an understanding of increasing and creasing number patterns			
	ncies: Creativity Oritical Thinkin			ınication a	and Colla	boration	Personal Development
Keywords			increase	, decrease	e, rule, ex	tend, pa	ttern
T. L .R. (s)			Number	cards 1 to	20. num	neral card	ds in multiples of 2,5 and
(-)				10			
Ref: Mathematics curriculum			m Page				
DAY Phase 1: Phase 2: Main			Main			Phase 3:	
	Starter		•	(new learning including			Plenary / Reflections
	(preparing the for learning)	e brain	assessm				
Monday			Identify	the patter	n rule us	ed to	What new things have
1. Learners write numbers			create a pattern that increases or you learned today?			you learned today?	
1			decrease	es by 2, 5	or 10. (i.e	e. in the	
			pattern 2	2, 4, 6, 8 ,	the ru	ıle is	

2. Learners bounce or throw the ball to other learners and have them mention the number they see first.

3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.

DEBRIEFING

- 1. How did you find the game?
- it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out?

2. How difficult/easy was

Share lesson indicator and treat key words with learner

"add 2 or jump by 2) and extend the pattern for the next 2 or 3 SEMESTERs.

Differentiated lesson **Low Ability Learners**

- Working in pairs, learners identify the errors in these patterns.
- 1) 20, 25, 40, 30, 35
- 2) 30, 40, 50, 70, 60

High Ability Learners

- Have learners work in pairs to identify the errors
- 1) 2, 4, 8, 6 2) 30, 35, 40, 50, 45 3) 42, 52, 75, 63.

Assessment: have learners to practice with more examples

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Tuesday

Learners form convenient groups.

Give each group a designed playing cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.

If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled.

Identify the pattern rule used to create a pattern that increases or decreases by 2, 5 or 10. (i.e. in the pattern 2, 4, 6, 8, ... - the rule is "add 2 or jump by 2) and extend the pattern for the next 2 or 3 SEMESTERs.

Differentiated lesson Low Ability Learners Learners should work in pairs and identify the errors.

- 1) 23, 21, 20, 19, 17 2) 42, 52, 32, 22,12

High Ability Learners

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

The learner with the highest number of cards at the end wins the game

DEBRIEFING

- 1. How was the game? What makes it so?
- 2. How were you able to get the sum of the numbers you picked?

 3. How will you be able to
- 3. How will you be able to add six oranges and two oranges together?

Share lesson indicator and treat key words with learner.

Learners should work in pairs and identify the errors.

- 1) 84, 81, 79, 77,
- 2) 33, 32, 28, 23,
- 3) 88, 78, 68, 57

Assessment: have learners to practice with more examples

Wednesday

- 1. Learners write numbers on a ball using a marker.
- 2. Learners bounce or throw the ball to other learners and have them mention the number they see first.
- 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.

DEBRIEFING

- 1. How did you find the game?
- How difficult/easy was it adding your number to your friends number?
 What were some of the
- 3. What were some of the numbers you heard your friends calling out?

Identify errors or omissions in increasing or decreasing patterns (e.g. 5, 10, 20, 25, 30...) and explain the reasoning and strategy used to identify the pattern

Differentiated lesson Low Ability Learners

- Work in groups of three. Identify the errors in each pattern.
- 1) 15, 25, 26, 35
- 2) 4, 14, 24, 34, 45, 44
- 3) 20, 30, 40, 55, 50

High Ability Learners

- Identify the errors in these patterns.
- 1) 48, 58, 68, 75, 78.
- 2) 35, 44, 55, 65, 75, 80, 85.
- 3) 27, 37, 48, 47, 57.
- 4) 13, 23, 30, 33, 43, 53

Assessment: have learners to practice with more examples

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Friday

- Learners write numbers on a ball using a marker.
 Learners bounce or throw the ball to other learners and have them mention the number they see first.
- 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.

DEBRIEFING

- 1. How did you find the game?
- 2. How difficult/easy was it adding your number to your friends number?3. What were some of the numbers you heard your friends calling out?

Share lesson indicator and treat key words with learner

Identify errors or omissions in increasing or decreasing patterns (e.g. 5, 10, 20, 25, 30...) and explain the reasoning and strategy used to identify the pattern

Differentiated lesson Low Ability Learners

 Have learners create 2 patters decreasing by 1s and 2s. They should work in groups.

High Ability Learners

Working in pairs, learners create
 repeated subtraction patterns
 with
 decreasing numbers 2, 5 and 10.

Assessment: have learners to practice with more examples

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

/etted by	•	Signature:	Date :

SUBJECT: SCIENCE CLASS: TWO

Date : Monday, 60 minutes	Week Ending: 18th	March, 2022				Class	size:
Thursday, 60 minutes	Day:			Date :			
Period: 2 2 2 2 5 5 5 5 5 5 5 7 3 or 1 as to guess what the word is. Repeat for all the key words Period: 2 2 2 5 6 2 Sub-strand: CYCLES Sub-	Monday, 60 minut	es			14th	March,	, 2022
2	Thursday, 60 minut	tes			17th	March,	2022
2 of 2 Strand : EARTH SCIENCE Indicator (code) B2. 2.1.1.1 Content standard (code) B2. 2.1.1.1 Performance Indicator Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords Keywords Seasons, Weather, Harmattan, Clouds, Wind, Antarctica Environment T. I. I. R. (s) Chart of dry/wet seasons, c Ref: Science curriculum Page DAY Phase 1: Starter (new learning including assessment) Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Plenary / Reflections acyclic manner (day and night, merry-go-round). (Refer to Basic 1). Learners through phenomena such as dry and wet seasons of the learner in the HOT SEAT has to guess what the word dis. Repeat for all the key words so does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words so does and the learner in the HOT SEAT has to guess what the word discussions to introduce another cyclic event – wet and dry so for learners to cyclic manner (day and night, merry-go-round). (Refer to Basic 1). Learners through phenomena such as dry and wet seasons or learners to collaboration Personal Development and Collaboration Person	Period :				Lesso	n :	
Indicator (code) B2. 2.1.1.1 Content standard (code) Performance Indicator Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords Seasons, Weather, Harmattan, Clouds, Wind, Antarctica Environment T. L. R. (s) Chart of dry/wet seasons, c Ref: Science curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Monday Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words Substand: CYCLES B2. 2.1.1. Learners can recognise the importance of some cyclic natural phenomena such as dry and wet seasons Personal Development Antarctica Environment Chart of dry/wet seasons, c Phase 2: Main (new learning including assessment) Plenary / Reflections Plenary / Reflections What new things have you learned today? a cyclic manner (day and night, merry-go-round). (Refer to Basic 1). Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.	2				1 of 2		
Indicator (code) Content standard (code) Performance Indicator Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords Seasons, Weather, Harmattan, Clouds, Wind, Antarctica Environment T. L. R. (s) Chart of dry/wet seasons, c Ref: DAY Phase 1: Starter (preparing the brain for learning) Monday Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words B2. 2.1.1. Learners can recognise the importance of some cyclic natural phenomena such as dry and wet seasons. Chart of dry/wet seasons, c Phase 2: Main (new learning including assessment) Plenary / Reflections What new things have you learned today? and night, merry-go-round). (Refer to Basic 1). Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.	2				2 of 2		
Content standard (code) Performance Indicator Learners can recognise the importance of some cyclic natural phenomena such as dry and wet seasons Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords Keywords Seasons, Weather, Harmattan, Clouds, Wind, Antarctica Environment T. L. R. (s) Chart of dry/wet seasons, c Ref: Science curriculum Page DAY Phase 1: Starter (preparing the brain for learning) for learning Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words B2. 2.1.1. Learners can recognise the importance of some cyclic natural phenomena such as dry and wet seasons Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development advantage in provided in provide	Strand: EARTH SCI	ENCE		Sub-st	trand :	CYCLES	5
Content standard (code) Performance Indicator Learners can recognise the importance of some cyclic natural phenomena such as dry and wet seasons Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords Keywords Seasons, Weather, Harmattan, Clouds, Wind, Antarctica Environment T. L. R. (s) Chart of dry/wet seasons, c Ref: Science curriculum Page DAY Phase 1: Starter (preparing the brain for learning) for learning Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words B2. 2.1.1. Learners can recognise the importance of some cyclic natural phenomena such as dry and wet seasons Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development advantage in provided in provide							
Learners can recognise the importance of some cyclic natural phenomena such as dry and wet seasons	Indicator (code)		B2. 2.1	1.1.1			
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Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords Seasons, Weather, Harmattan, Clouds, Wind, Antarctica Environment T. L. R. (s) Chart of dry/wet seasons, c Ref: Science curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Monday Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words Refer to Basic 1). Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.	Performance Indicate	ator					•
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T. L.R. (s) Ref: Science curriculum Page Phase 1: Starter (preparing the brain for learning) Monday Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words Chart of dry/wet seasons, c Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Plearing progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.	Keywords		Seasons, Weather, Harmattan, Clouds, Wind,				
DAY Phase 1: Starter (preparing the brain for learning) Monday Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the words Ref: Phase 2: Main (new learning including assessment) • Learners recall events that occur and reoccur in a cyclic manner (day and night, merry-go-round). (Refer to Basic 1). • Lead learners through poems, rhymes, games and discussions to introduce another cyclic event – wet and dry Phase 3: Plenary / Reflections What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.			Antarctica Environment				
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other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words Use the manner (day and night, merry-go-round). (Refer to Basic 1). Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.		,				you learned today?	
the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words night, merry-go-round). (Refer to Basic 1). • Lead learners through poems, rhymes, games and discussions to introduce another cyclic event – wet and dry voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.			l i loarni		Learning progress		
keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words (Refer to Basic 1). • Lead learners through poems, rhymes, games and discussions to introduce another cyclic event – wet and dry [Refer to Basic 1). • Lead learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.			•	•	_	nd).	• • •
or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words poems, rhymes, games and discussions to introduce another cyclic event – wet and dry inigers of 3 of 3 of 1 ds to those 'who really got it', 'got some of it' or didn't get it' respectively.		•	•		•		
HOT SEAT has to guess what the word is. Repeat for all the key words and discussions to it', 'got some of it' or didn't get it' respectively.						_	•
word is. Repeat for all the key words introduce another cyclic event – wet and dry didn't get it' respectively.			-	•		nes	, •
words event – wet and dry respectively.							, •
event – wet and dry						-	
		Words			nd dry	•	respectively.
seasons.			seasor	ıs.			

DEBRIEFING: Learners discuss what Independent Activity/ Homework: •How did you feel during the they like and do not like game? about the dry season. •What new words did you Talk about what they learn? like and dislike about the •How does it feel to win? wet season. •What will you do next time to Assess learners by win? asking them to draw and make posters on the dry Share lesson indicator and treat and wet seasons and key words with learner colour some human activities that take place during these times. Share lesson indicator and treat key words with learner. Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions. Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners mention the importance of some cyclic natural phenomena such as dry and wet seasons Thursday Play the HOT SEAT game using Lead learners to think What new things have you learned today? the key words. critically to identify Select a learner to sit facing the problems related to wet other learners with their back to or dry seasons and how

the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

such problems can be solved, e.g.
How do people get water during dry season?
How do people dry their clothes during wet season?
What can be done to solve the problem of school compounds getting muddy during the wet season?

Assist learners to understand the concept of seasons.

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners identify problems related to wet or dry seasons and how such problems can be solved

Learning progress
voting: Ask
learners to show by their
fingers of 5 or 3 or 1 as
to those 'who really got
it', 'got some of it' or
didn't get it'
respectively.

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Ending	: 18th March, 2022				Class	size:
Day:			Date:	Date :		
Tuesday, 60 minutes			15th March, 2022			
Thursday, 60	minutes			17th I	March,	2022
Period :				Lessor	า :	
2				1 of 2		
2				2 of 2		
Strand: ALL	AROUND US		Sub-st	rand : F	Plants a	and Animals
Indicator (co	de)	B2.2.2.	1.1.		CX	
Content stan	dard (code)	B2.2.2.	1.			
Performance	Indicator	Learne	rs can	exp	lore th	ne important plants in the
		commi	unity			
and Leadersh	encies: Creativity and Innovation Co ip Critical Thinking and Problem Sol		cation a	nd Coll	aborati	ion Personal Development
Keywords		rules, home, knock, door, a pologise, hurt.				
T. L .R. (s)		Pictures and videos of activities that promote clean				
		environment, Cleaning tools like cutlasses, hoes, brushes,				
		brooms, Spade, Shovel, Rake, Waste disposal bins,				
		Wheel	barrow,	charts	, comp	uter, projector,
Ref: Our World Our People of			curricu	ılum P	age	
DAY	Phase 1:	Phase 2	2: Main			Phase 3:
	Starter	(new le	earning	includi	ng	Plenary / Reflections
(preparing the brain		assessment)				
	for learning)					
Tuesday	Play the HOT SEAT game using	Learne	rs ident	ify and	talk	What new things have you
	the key words.	about (crops lik	ke coco	a,	learned today?
	Select a learner to sit facing the other learners with their	yam, m	naize, sł	nea but	ter,	Learning progress vetings
	back to the board where you	etc, an	d talk a	bout w	hy	Learning progress voting: Ask learners to show by
	write the keywords for	they ar	e impo	rtant to	the	their fingers of 5 or 3 or 1 as
learners to describe what the		comm	unity. e.	g. they	give	to those 'who really got it',
	word means or does and the	us mor	ney and	food		'got some of it' or didn't get
	learner in the HOT SEAT has to	Learners see the real				it' respectively.
	guess what the word is.	crops, watch				
	Repeat for all the key words					

DEBRIEFING: •How did you

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

pictures/videos of these important crops
Learners draw and colour the important crops in their community

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners explain the importance of crop plants in the community

Independent Activity/ Homework:

Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is.

Repeat for all the key words

DEBRIEFING:

Learners talk about caring for crop plants

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

• Pair up stronger and weaker learners so that stronger learners can help weaker ones.

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

•How did you feel during the	Use the remedial	
game?	activities as practice for	
•What new words did you	learners	
learn?	who struggle, and the	
•How does it feel to win?	extension activities for	
•What will you do next time to win?	those learners who need	
Will:	more of a challenge	
Share lesson indicator and		
treat key words with learner	Assessment: Let learners	
	mention ways of caring for	
Chara lacera indicator and	crop plants	
Share lesson indicator and		
treat key words with learner .		

	treat key words with rearrier t		
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SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g: 18th Marc	h, 2022			Class size:			
Day:				Date :				
Friday, 60 minutes				18th March, 2022				
Period :				Less	on:			
2				1 of	1			
Strand : MC	TOR SKILL AN	D MOVEMENT	Sub-stran	id : N	1ANIPULATIVE SKILLS			
PATTERNS								
Indicator (co	ode)	B2.1.2.1.6						
Content sta	ndard (code)	B2.1.2.1.						
Performanc	e Indicator	Learners can catc	h a flying b	all b	elow the waist.			
Comp Com		ations and to be a	6	<u></u>	in and Calleton of the Co	anneal Development		
_		tivity and innovations and Problem Sol		nicat	ion and Collaboration Po	ersonal Development and		
Leadership	citticai illiikii	ig and Froblem 301	vilig.					
Keywords				-(-			
T. L .R. (s) Balls								
Ref:	PE curriculum Page							
DAY	Phase 1:	Phase 2: Main Phase			Phase 3:			
	Starter	(new learning including assessment) Pler			Plenary / Reflections			
	(preparing							
	the brain							
	for							
	learning)							
Friday	Learners		•		ulders straight, with	What new things have		
	jog round a	the foot opposite the throwing hand slightly forward			you learned today?			
	demarcate	after demonstration. Let learners stretch their arms and			Learning progress			
	d area in	hands fully forward with fingers spread open. As the			voting: Ask			
	files while	ball enters their palms, they flex their elbow joints			•	learners to show by		
	singing and	_	(withdrawing it backwards) whiles catching the ball the			their fingers of 5 or 3 or		
	clapping to	-			pact. Learners practice	1 as to those 'who		
	warm-up		_	nem	feedback. Learners	really got it', 'got some		
	the body	progress at their of	own pace.			of it' or didn't get it' respectively.		
	for					respectively.		
	maximal							

WHATSAPP ON	NLY 024535059)1		
	performan ce and to			Independent Activity/ Homework:
	prevent injuries			
	injuries			
Vetted by :			Signature:	Date :
vected by			Signature.	Dute :
			100-	
		ALL.		

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending:	: 18th March, 2022		С	lass size:	
Day:			Date :		
Friday, 60 minutes			18th M	1arch, 2022	
Period :			Lesson	:	
2			1 of 1		
Strand : God,	His Creation and Attributes	Sub	-strand :	Purpose of God's Creation	
Indicator (cod	le)	B2.1.3.1.1		6	
Content stand	dard (code)	B2.1.3.1.			
Performance	Indicator	Learners	an explai	n the purpose of God's creation.	
Core Competencies: Creativity and Innovation Communic and Leadership Critical Thinking and Problem Solving.		ication and	Collabora	ation Personal Development	
Keywords					
T. L .R. (s)	0	Pictures			
Ref:	RME curriculum	Page			
DAY	Phase 1:	Phase 2: N	Лain	Phase 3:	
	Starter	(new lear	ning	Plenary / Reflections	
	(preparing the brain	including			
	for learning)	assessment)			
Friday	Play the HOT SEAT game using the key words.	Group lea discuss th		What new things have you learned today?	
Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words		usefulness of plants and animals to humankind		Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got	
		Differenti	ated	it', 'got some of it' or	
		learning		didn't get it' respectively.	
		Ask strong	ger		
		learners t	o answer	Independent Activity/ Homework:	
	DEBRIEFING:	some que	stions	HOMEWOIK.	
	•How did you feel during the game?	first and t	hen let		
	•What new words did you learn?	learners v	vho are		
	•How does it feel to win?	struggling			

•What will you do next time to win?	answer similar
	questions.
	Pair up stronger
Share lesson indicator and treat key	and weaker learners
words with learner	so that
	stronger learners
Share lesson indicator and treat key	can help weaker
words with learner .	ones.
	Use the remedial
	activities as practice
	for learners
	who struggle, and
	the extension
	activities for
	those learners who
	need more of a
	challenge
	Assessment: let
	learners mention the
	usefulness of plants
	and animals to
	humankind

·	Vetted by :	Signature:	Date :
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SUBJECT: HISTORY CLASS: TWO

Week Ending:	18th March, 2022			Class	size:		
Day:	Day:			Date :			
Tuesday, 60 minutes			1.	15th March, 2022			
Thursday, 60 minutes			1	7th March,	2022		
Period :			Le	esson :			
2			1	of 2			
2			2	of 2			
Strand : My Co	ountry Ghana		Sub-strand : The People Of Ghana				
Indicator (cod	e)	B2.2.1.3	1.1	CX			
Content stand	ard (code)	B2.2.1.3	1.1	2			
Performance I	ndicator	Learner	s can state	e the charac	cteristics of the ethnic groups		
		in Ghan	ia 💮				
_	ncies: Creativity and Innovation Co		ation and (Collaboratio	on Personal Development		
and Leadershi	o Critical Thinking and Problem Solv	ving.	2				
Keywords		lunar, a	ncestors,	mourning, բ	prophet, harvest, Islam, stool		
		house, alcohol					
T. L .R. (s)		Pictures or a documentary of the festivals					
			and celebrations of different ethnic groups in Ghana				
Ref: History curriculum			e				
DAY	Phase 1:	Phase 2	: Main		Phase 3:		
	Starter	(new learning including		luding	Plenary / Reflections		
	(preparing the brain	assessment)					
	for learning)						
Tuesday	Play the HOT SEAT game using	Show			What new things have you		
	the key words.		entary/pic		learned today?		
	Select a learner to sit facing the other learners with their		t of a festi		Learning progress votings		
	back to the board where you		thnic grou what the	ıps	Learning progress voting: Ask learners to show by		
	write the keywords for		what the entary ent	aile	their fingers of 5 or 3 or 1		
	learners to describe what the	docume	entary ent	alis.	as to those 'who really got		
	word means or does and the	Differer	ntiated lea	rning	it' , 'got some of it' or		
	learner in the HOT SEAT has to		nger learr	_	didn't get it' respectively.		
	guess what the word is. Repeat		some que		Indonosados Astritus		
	for all the key words	first and	d then let	learners	Independent Activity/ Homework:		
		who are	e strugglin	g	HOHICWOIK.		

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners describe a festival of one of the ethnic group

Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

Show documentary / pictures/ internet of a festival of one of the ethnic groups
Discuss what the documentary entails.

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

WHATSAPP ONLY 0245350591	Assessment: let learners describe a festival of one of the ethnic group	
Vetted by :	Signature:	Date ·

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SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending:	18th March, 2022				Class size:		
Day:				Date:	Date :		
Monday, 60 minutes			14th N	14th March, 2022			
Wednesday, 60 minutes			16th N	Лarch, 2022			
Period :			Lesson	:			
2			1 of 1				
2			1 of 1				
Strand: VISU	AL ARTS , PERFORMING ARTS		Sub-s	trand: Displaying and Sharing			
Indicator (cod	le)	B2 1.3	3.4.2		B2 2.3.5.1		
Content stand	dard (code)	B2 1.3	3.4.		B2 2.3.5.		
Performance	Indicator	•	Learn	ers can	plan for a display of own visual artworks		
					ative experiences based on ideas that		
					natural and manmade environments in		
			other Ghanaian communities				
		Learners can perform own artworks to share creative					
			experiences that reflect the history and culture or way of life of people in other communities in Ghana				
Core Competencies: Creativity and Innovation C							
_	p Critical Thinking and Problem			on and	Collaboration Personal Development		
and Leadership Childar Hilliking and Frobicin Solving.			-				
Keywords							
T 1 D (a)		D'-1					
T. L .R. (s)	Continue	Pictur					
Ref:	Creative Arts	s curricu	ium				
DAY	Phase 1:	Phase	2: Mai	n	Phase 3:		
Starter		(new	(new learning including				
1		assess	assessment)				
for learning)							
Monday	Monday Play the HOT SEAT game Lea		ers are	to:	What new things have you		
using the key words.		2 plan	② plan a display of own learned today?		vn learned today?		
	Select a learner to sit	artwo	rks tha	t reflect			
	facing the other learners with their back to the	peopl	e in oth	ner	Learning progress voting: Ask learners to show by their		
	board where you write the	Ghana	aian cul	tures;	fingers of 5 or 3 or 1 as to those		
	keywords for learners to				'who really got it', 'got some of		
	describe what the word				it' or didn't get it' respectively.		

means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

plan the arrangement of own artworks to share, educate and inform the public on the natural and manmade environments in other Ghanaian cultures.

Assessment: let learners write plan for a display of own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities

Independent Activity/ Homework:

Wednesday

Play the HOT SEAT game using the key words.
Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?

Learners are to:

watch a video or live performance of music, dance and drama of people in other parts of Ghana;

perform some of the music, dance and drama performed during festivals of people in those Ghanaian communities;

Perform own music, dance and drama compositions to share ideas, educate and inform the public on the

history and culture of

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

	•What will you do next time to win?	people in other parts of Ghana.	
	Share lesson indicator and treat key words with learner	Assessment: let learners perform own artworks to share creative experiences that reflect	
	Share lesson indicator and treat key words with learner.	the history and culture or way of life of people in other communities in Ghana	
Vetted by :		Signature:	Date:

Vetted by :	Signature:	Date :
vetted by	Digitature	Date

WEEK NINE: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending:				Class	s size:
Day:			Dat	e :	
Period :			Les	son :	
2			1 of	f 1	
2			1 of	f 1	
2			1 of	f 1	
Strand : Writin	g		Sub-stra	nd : P	enmanship/Handwriting
Indicator (code	•		B2.3.1.1.3		
Content stand	•		B2.3.1.1.		
Performance I	ndicator		• Learners should copy simple sentences		
				-	ooldly.
•	ncies: Creativity and ical Thinking and Pro		nmunication	and Co	ollaboration Personal Development and
Leadership Chi	icai minking and Fre	blem solving.			
Keywords					
T. L .R. (s)	10	1	Manila cards,	mark	ers, recorded audios visual
Ref:	Gl	nanaian Langua	ge curriculu	m	
DAY	Phase 1:	ı	Phase 2: Maii	n	Phase 3:
	Starter	((new learning	3	Plenary / Reflections
	(preparing the brain		including		
	for learning)	ć	assessment)		
	Cover Up		 Write simpl 		What new things have you learned
	Learners in conveni			,	today?
	Learners in conveni	.			Learning progress voting:
	1. Write a word on	the board.		ers	Ask learners to show by their fingers of
	2. Cover all the lett	ers except			5 or 3 or 1 as to those 'who really got
		illig iroiti		ers	
	i the left to the right,	, allu ask	ווווואר אינויייי	C13	respectively.
	for learning) Cover Up Learners in conveni 1. Write a word on	the board. ters except ning from	assessment)	ldly ers	today? Learning progress voting: Ask learners to show by their fingers of

pupils to make the sound of the Independent Activity/ Homework: sentences boldly letter which is not covered. and clearly 3. Do this until the sounds of all the individual letters have been Assessment: let made by pupils. learners copy 4. Run your finger under the simple sentences word for pupils to blend the clearly and sounds to read 5. The pupil who blend the boldly. sounds to read wins the game. **DEBRIEFING:** What did you like about the game? What did you dislike about the What must your team do to win next time? Share lesson indicator and treat key words with learner. Onset and Rime Game Write simple What new things have you learned today? sentences boldly Learners in convenient groups. on the board. Learning progress voting: • Lead learners 1. Write onsets and rime of Ask learners to show by their fingers of to read the 5 or 3 or 1 as to those 'who really got words (e.g. ink words) on cards. sentences. 2. Mix the cards up and place it', 'got some of it' or didn't get it' Assist learners them on a table or in a bowl in respectively. front of the class. to write the 3. A pupil picks a card. If s/he Independent Activity/ Homework: sentences boldly picks an onset, s/he searches and clearly for a card with a rime and vice versa. S/he then puts the two Assessment: let cards together and blends the learners copy sounds to read the word and writes the word on the board. simple sentences That particular onset is put clearly and boldly. aside. Example S ink Sink The team that is able to read and write more words becomes the winner.

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	DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.	• Write simple	What new things have you learned
	Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. DEBRIEFING: What did you like about the game? What must your team do to win next time? Share lesson indicator and treat	sentences boldly on the board. • Lead learners to read the sentences. • Assist learners to write the sentences boldly and clearly Assessment: let learners copy simple sentences clearly and boldly.	Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:
	key words with learner .		

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SEMESTER ONE BASIC TWO WEEK 10

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SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending: 25th March, 2022			Class size:	
Day:		Date:		
Monday, 60 minutes		21st N	1arch, 2022	
Tuesday, 60 minutes		22nd [March, 2022	
Wednesday, 60 minutes		23rd N	/larch, 2022	
Thursday, 60 minutes		24th N	/larch, 2022	
Friday, 60 minutes		25th N	/larch, 2022	
Period:		Lesson	:	
2		1 of 1		
2		1 of 1		
2		1 of 1		
2		1 of 1		
2		1 of 1		
Strand :	Sub-str	and :		
A. Oral Language	A.	Listenin	g Comprehension	
B. Reading	В.	Compre	hension	
C. Writing	C.	Controll	ed Writing	
D. Using Writing Conventions	D.	Using A	djectives	
E. Extensive Reading	E.	Building	The Love and Cultur	re of Reading
Indicator (code)	B2.1.7.1.1	B2.2.7. B2.6.1.		B2.5.5.1.1.
Content standard (code)	B2.1.7.1.	B2.2.7. B2.6.1.		B2.5.5.1
Performance Indicator	A. Learners	can list	en to and interact ac	tively with drama
	B. Learners	can as	k and answer factua	al and inferential
	questions	about l	evel-appropriate tex	rts
	C. Learners	can w	rite or copy correct	sentences from
	substitut	on table	S	
	D. Learners	can id	entify and use simp	ole sentences to
	describe	the wea	ther	
	E. Learners	can	read a variety of	age and level-
	appropria	ate book	s and texts from prir	nt and non-print
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				Development
Keywords				
	1			

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T. L .R. (s)	T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Ref:		English La	nguage curriculum Page		
DAY	Phase 1: Starter (preparing for learning Cover Up		Phase 2: Main (new learning including assessment) A. ORAL LANGAUGE	Phase 3: Plenary / Reflections What new things have you	
	Learners in convenient 1. Write a the board. 2. Cover al letters excerifist one, but from the leright, and a to make the letter with not covered. 3. Do this wasounds of a individual linave been pupils. 4. Run your under the winder the signal wins to read wins to re	word on I the ept the eginning ft to the esk pupils e sound of which is d. entil the etters made by r finger word for end the ead I who ounds to	 Before Reading Activate the previous knowledge of the learners by making them think-pair and share with their friends. Discuss illustrations accompanying the text. Have them predict the content of the text. Teach key vocabulary. During Reading Read the text aloud to learners. Pause often and have learners talk about the content of the text and answer simple questions based on the text. After Reading Have learners retell the story. Let learners role-play the story. 	Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	
	DEBRIEFING What did y about the g What did y about the g	ou like game? ou dislike	Assessment: let learners listen to and interact actively with drama		

WHATSAPP ONLY 0245	350591		
	What must your team do to win next time?		
	Share lesson indicator and treat key words with learner.		
Tuesday	While holding a hidden set of flashcards in your hands, slowly reveal them one at a time while the students guess what it is. The child who guesses correctly gets to keep the flashcards – DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat	B.READING • Have learners read levelappropriate texts in pairs. • Guide learners to ask and answer simple inferential questions on the texts. Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions. • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners answer factual and inferential guestions about level	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:
	key words with learner .	questions about level- appropriate texts	
Wednesday	Writing Chain (Penmanship activity) Learners in convenient groups e.g (Group A & B) observe/ perceive a	C. WRITING • Have a simple 3-4 column substitution table on the board. e.g. I Sing School	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it',

WHATSAPP ONLY 0245350591 card with an 'got some of it' or didn't get at Home We Play inscription (a pattern it' respectively. or a letter) The Read the Independent Activity/ Boys park When signaled, the Homework: first learner in each Have learners identify Group passes the the words that make up the card to the next table. group member and With an example, let at the same time learners form sentences from writes or draws the the substitution table. same pattern on a Have learners read out sheet. They all do the their sentences and write card passing and down their sentences in their drawing in turns. books When the last member finishes in Differentiated learning each group, he/she Ask stronger learners to shouts 'Bingo!' answer some questions first and then let learners who **DEBRIEFING:** are struggling How did you help answer similar questions. your team to win the Pair up stronger and weaker game? learners so that stronger learners can help What objects in the weaker ones. classroom look like Use the remedial activities as the strokes you practice for learners traced? who struggle, and the extension activities for Share lesson those learners who need more indicator and treat of a challenge key words with learner. Assessment: let learners ask and answer factual and inferential questions about level-appropriate texts Thursday **Sentence Scrabble D.WRITING** What new things have you learned today? (using simple **CONVENTIONS AND**

Sentence Scrabble (using simple sentences clearly and correctly)

Learners in convenient groups.

D.WRITING
CONVENTIONS AND
GRAMMAR USAGE
Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things, e.g:

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it',

'got some of it' or didn't get Using word cards, weather - It is cold. it' respectively. learners arrange the quantity – I have two pens. words to form position or order of people grammatically and things – She is on the first Independent Activity/ Homework: correct sentences. row. Example learners gain points Assessment: let learners write or each correct or copy correct sentences sentences they come from substitution tables up with, learners are given more word cards until the cards are exhausted. The group with highest points win the game. **DEBRIEFING** How did you find the sentences Scrabble game? Was the game challenging? How can this game be improved? Share lesson indicator and treat key words with learner. Friday Cover Up **E.EXTENSIVE READING** What new things have you learned today? Use the Author's chair to introduce the reading/library Learners in Learning progress voting: time. convenient groups. Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it',

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
 5. The pupil who blend the sounds to

read wins the game.

Assessment
What did you like
about the game?
What did you dislike
about the game?
What must your
team do to win next
time?

Share lesson indicator and treat key words with learner.

- Have a variety of age and level-appropriate books for learners to make a choice.
- Introduce narratives, pop-up and flip-the-page texts to learners.
- Introduce e-books to learners, if available.
- For each reading session, guide learners to select books.

Assessment: let learners read a variety of age and level-appropriate books and texts from print

'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

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SUBJECT: MATHEMATICS CLASS: TWO

Week Ending: 25th March, 2022				Class size:	
Day:				Date	:
Monday, 60 minut	es			21st	March, 2022
Tuesday, 60 minute	es			22nd	March, 2022
Wednesday, 60 mir	nutes			23rd	March, 2022
Thursday, 60 minut	es			24th	March, 2022
Friday, 60 minutes				25th	March, 2022
Period :				Lesso	on:
2				1 of 5	5
2				2 of 5	5
2				3 of 5	500
2				4 of 5	5
2				5 of !	5
Strand : GEOMETR	Y AND MEASURE	MENT	Sub-	strand	l: 2D and 3D Shapes
Indicator (code)			B2.3.1.1.1		
Content standard (code)		B2.3.1.1.		
Performance Indica	ator		Learners ca	rs can identify the common features or attributes	
			of a collection of 3D objects (spheres, cylinders, cones,		
		X	pyramids, cubes) of different dimensions or		
			orientation	s.	
				and Co	ollaboration Personal Development
and Leadership Crit	cical Thinking and	Problem Solvin	ng.		
Vormonde			Culindor	.bo.o.	shoid cono suboro attributo foco
Keywords	Ţ,		1 -	nder, cube, cuboid, cone, sphere, attribute, face, e, corner, curved, flat, same, different.	
T D (a)					
T. L .R. (s)			_	Sheets of paper, cardboard, colour pencils, 3D objects,	
		<u>. </u>	ictures of 3D objects		
Ref:		Mathematics	curriculum	rage	
DAY	Phase 1:	<u> </u>	Phase 2: M	ain	Phase 3:
	Starter		(new learni	ng	Plenary / Reflections
	(preparing the	brain	including		
	for learning)		assessment	t)	
	Tor icarrilla)			•	

Learners in convenient Sort a collection of Monday What new things have you groups are given 2D and 3D learned today? 3D objects by 1 or 2 shapes to manipulate with features and explain Learning progress voting: the sorting rule use 2. Learners sing the song "a Ask learners to show by their circle is a shape..." and fingers of 5 or 3 or 1 as to Differentiated lesson when the song end, call out those 'who really got it', 'got Low Ability Learners some of it' or didn't get it' a shape and the first group to identify the shape Present learners respectively. correctly wins a point. with 3D objects to 3. The group with the Independent Activity/ identify Homework: highest point wins the and name. game. **High Ability Learners DEBRIEFING** 1. How was the game? What Task learners to made it so? differentiate among 2. How successful were you 2D shapes found in the identifying the shapes in 3D objects. 3. What are some of the Assessment: have places you can identify learners to practice shapes? with more examples 4. How will you form these shapes using other materials (stones, sticks, books)? Share lesson indicator and treat key words with learner Tuesday Learners in convenient Sort a collection of What new things have you groups are given 2D and 3D learned today? 3D objects by 1 or 2 shapes to manipulate with features and explain it. Learning progress voting: the sorting rule use 2. Learners sing the song "a Ask learners to show by their circle is a shape..." and fingers of 5 or 3 or 1 as to Differentiated lesson when the song end, call out those 'who really got it', 'got Low Ability Learners a shape and the first group some of it' or didn't get it' Present learners to identify the shape respectively. with a cube and a correctly wins a point. cuboid 3. The group with the Independent Activity/ and criteria to Homework: highest point wins the game. describe them. Learners **DEBRIEFING**

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WHATSAPP ONLY 0245	1. How was the game? What made it so? 2. How successful were you in identifying the shapes in your 3. What are some of the places you can identify shapes? 4. How will you form these shapes using other materials (stones, sticks, books)?	also identify objects that are considered cubes or cuboid in the environment. High Ability Learners Task learners to identify 2D shapes found in a cube and cuboid and describe them using I given criteria.	
	Share lesson indicator and treat key words with learner .	Assessment: have learners to practice with more examples	
Wednesday	Learners in convenient groups are given 2D and 3D shapes to manipulate with it. 2. Learners sing the song "a circle is a shape" and when the song end, call out a shape and the first group to identify the shape correctly wins a point. 3. The group with the highest point wins the game. DEBRIEFING 1. How was the game? What made it so? 2. How successful were you in identifying the shapes in your 3. What are some of the places you can identify shapes? 4. How will you form these shapes using other materials (stones, sticks, books)?	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use Differentiated lesson Low Ability Learners • Present learners with a cylinder and a cone and criteria to describe them. Learners also identify objects that are considered cylinders and cones in the environment. High Ability Learners • Task learners to identify the 2D shapes found in a cylinder and a cone and describe them using I given criteria.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

WHATSALT GIVE	Share lesson indicator and treat key words with learner .	Assessment: have learners to practice with more examples	
Thursday	Learners in convenient groups are given 2D and 3D shapes to manipulate with it. 2. Learners sing the song "a circle is a shape" and when the song end, call out a shape and the first group to identify the shape correctly wins a point. 3. The group with the highest point wins the game. DEBRIEFING 1. How was the game? What made it so? 2. How successful were you in identifying the shapes in your 3. What are some of the places you can identify shapes? 4. How will you form these shapes using other materials (stones, sticks, books)? Share lesson indicator and treat key words with learner.	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use Differentiated lesson Low Ability Learners • Present learners with a sphere and criteria to describe it. Learners also identify objects that are spherical in the environment. High Ability Learners • Task learners to identify the 2D shape found in a sphere and describe it using given criteria. Assessment: have learners to practice with more examples	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:
Friday	Learners in convenient groups are given 2D and 3D shapes to manipulate with it. 2. Learners sing the song "a circle is a shape" and when the song end, call out a shape and the first group to identify the shape correctly wins a point.	Identify examples of these 3D objects in the classroom and community Differentiated lesson Low Ability Learners • Present learners with a 3D object to	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

3. The group with the	describe using I given	Independent Activity/
highest point wins the	criteria. Learners	Homework:
game.	also draw a cone and	
DEBRIEFING	a sphere	
1. How was the game? What		
made it so?	High Ability Learners	
2. How successful were you	Learners, in	
in	blindfolds,	
identifying the shapes in	differentiate	
your	between a cube and	
3. What are some of the	a cuboid. Learners	
places you can identify shapes?	also draw a cube and	
4. How will you form these	a cuboid	
shapes using other materials		
(stones, sticks, books)?	Assessment: have	
	learners to practice	
Share lesson indicator and	with more examples	
treat key words with learner	O)K	

/etted by :	. Signature:	Date :
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SUBJECT: SCIENCE CLASS: TWO

Week Ending:	25th March, 2022			Class	size:	
Day:				Date :		
Monday, 60 minutes				21st March,	2022	
Thursday, 60 n	ninutes			24th March	, 2022	
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand: CYCLE	S		Sub-st	rand : EARTH	I SCIENCE	
Indicator (code	e)	B2.2.1	.2.1			
Content stand	ard (code)	B2.2.1	.2.	20		
Performance I	ndicator	Learne	ers can	identify sourc	ces of light to the earth	
	ncies: Creativity and Innovation Commo		on and	Collaboration	Personal Development	
	e e)-			
Keywords		light, Natural, Artificial, Stars, Candle, Torchlight,				
		Lanten, Lamp, Fireflies etc. Pictures				
T. L .R. (s)		Lamps, pictures of fireflies, candle, match, cardboard,				
		video of the sun and stars, torchlight, spirit lamps,				
		bulbs (LED).				
Ref:	Science curriculu	m Pag	е			
DAY	Phase 1:	Phase	2: Maiı	 າ	Phase 3:	
	Starter	(new l	earning	gincluding	Plenary / Reflections	
	(preparing the brain	assessment)				
	for learning)					
Monday	Play the HOT SEAT game using the	• Leai	rners m	ention	What new things have	
	key words.	source	es of lig	ht at home	you learned today?	
	Select a learner to sit facing the	and at	the scl	nool.		
	other learners with their back to the board where you write the	• Asse	mble d	ifferent	Learning progress voting: Ask learners to show by	
	keywords for learners to describe	source	es of lig	ht (realia	their fingers of 5 or 3 or 1	
	what the word means or does and		ctures)		as to those 'who really got	
	the learner in the HOT SEAT has to	torch,	lanterr	, lightning,	it', 'got some of it' or	
	guess what the word is. Repeat for	fireflie	s, fores	st fires, light	didn't get it' respectively.	
	all the key words	bulbs,	candle	light etc.		
		<u> </u>				

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

• Learners identify and draw sources of light in their environment.

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners identify and draw sources of light in their environment.

Independent Activity/ Homework:

Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?

- Sort and classify sources of light as artificial or natural.
- Learners talk about why and when we need light.
- Designs an activity to block light from a torch using a cardboard to illustrate the importance of light.
- Discuss with learners:
 What will happen if
 there is no light on
 earth?

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

WHATSAFF ONLI	243330331		
	What will you do next time to		
	win?	Differentiated learning	
		Ask stronger learners to	
	Share lesson indicator and treat	answer some questions	
	key words with learner	first and then let learners	
	ney words with learner	who are struggling	
		answer similar questions.	
	Share lesson indicator and treat	 Pair up stronger and 	
	key words with learner .	weaker learners so that	
		stronger learners can	
		help weaker ones.	
		 Use the remedial 	
		activities as practice for	
		learners	
		who struggle, and the	
		extension activities for	
		those learners who need	
		more of a challenge	
		Assessment: let learners	
		classify sources of light	
		as artificial or natural.	

Vetted by :	Signature:	Date :
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Ending	: 25th March, 2022				Class	size:	
Day:				Date:	Date :		
Tuesday, 60 n	ninutes			22nd	March,	, 2022	
Thursday, 60	minutes			24th [March,	2022	
Period :				Lessor	ı :		
2				1 of 2			
2				2 of 2			
Strand: ALL A	AROUND US		Sub-st	rand : F	Plants a	and Animals	
Indicator (cod	de)	B2.2.2	.1.1.		CX		
Content stand	dard (code)	B2.2.2	.1.				
Performance	Indicator	Learne	ers can	expl	ore th	ne important plants in the	
		comm	unity				
_	encies: Creativity and Innovation Co		cation a	nd Coll	aborati	ion Personal Development	
and Leadersh	ip Critical Thinking and Problem Sol	ving.		/			
Keywords		rules, home, knock, door, a pologise, hurt.					
T. L .R. (s)		Pictures and videos of activities that promote clean					
		environment, Cleaning tools like cutlasses, hoes, brushes,					
		brooms, Spade, Shovel, Rake, Waste disposal bins,					
		Wheelbarrow, charts, computer, projector, r People curriculum Page					
Ref:	Our World Our	People	curricu	ılum P	age		
5.11						Ta. 0	
DAY	Phase 1:		2: Main			Phase 3:	
	Starter	(new learning including assessment)		ng	Plenary / Reflections		
	(preparing the brain	assess	mentj				
Tuesday	for learning)	Loomes	امرمام: مس	L:£ a.a.d	بالمد	What now things have you	
Tuesday	Play the HOT SEAT game using the key words.	Learners identify and talk			What new things have you learned today?		
Select a learner to sit facing		about crops like cocoa, yam, maize, shea butter,				learned today:	
the other learners with their back to the board where you write the keywords for			•		•	Learning progress voting:	
		-	ıd talk a		•	Ask learners to show by	
		-	re impo			their fingers of 5 or 3 or 1 as	
learners to describe what the		community. e.g. they give			give	to those 'who really got it',	
	word means or does and the	us money and food				'got some of it' or didn't get	
	learner in the HOT SEAT has to		ers see t	ne real		it' respectively.	
	guess what the word is. Repeat for all the key words	crops, watch					
	Repeat for all the key words	l					

DEBRIEFING: • How did you

- How did you feel during the game?
- •What new words did you learn?
- How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

pictures/videos of these important crops
Learners draw and colour the important crops in their community

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners explain the importance of crop plants in the community

Independent Activity/ Homework:

Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is.

Repeat for all the key words

DEBRIEFING:

Learners talk about caring for crop plants

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

 Pair up stronger and weaker learners so that stronger learners can help weaker ones. What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

 How did you feel during the game? What new words did you learn? How does it feel to win? What will you do next time to win? 	Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge	
Share lesson indicator and treat key words with learner	Assessment: Let learners mention ways of caring for	
Share lesson indicator and treat key words with learner .	crop plants	
	ROJAHS	

Vetted by :	 Signature:	Date :

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endi	ng: 25th Mar	rch, 2022		Class size:		
Day:				Date :		
Friday, 60 r	Friday, 60 minutes			25th March, 2022		
Period :	Period :			Lesson:		
2				1 of 1		
Strand : Mo	OTOR SKILL AN	ID MOVEMENT	Sub-strar	nd: MANIPULATIVE SKILLS		
PATTERNS						
Indicator (d	code)	B2.1.2.1.7				
Content sta	andard (code)	B2.1.2.1.7				
Performan	ce Indicator	Learners can Kick	a stationa	ry ball using a smooth contir	nuous running approach.	
C C	atamair o	The state of the s		uningstand and Callette and Callette	Annamal Davida	
_		itivity and innovations and Problem Sol		nication and Collaboration F	rersonal Development and	
Leadership	Circlear Hillikii	ib and i topiciii 30i	v1116.			
Keywords				-()-		
T. L .R. (s)		cones				
Ref:	PE curriculu	ım Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections	
	(preparing	. 6				
	the brain	AL.				
	for					
Fui da	learning)	A £4 4 - 1 1		المام مماه من مسمد ما	Mhat a suithiana hair	
Friday	Learners		_	h warm up, place a ball at	What new things have you learned today?	
	jog round a demarcate	1		ack about 5m away from	1	
	d area in			all forward with the instep of practice the skill, observe	Learning progress	
	files while				voting: Ask	
	singing and	and give them corrective feedback. Ensure that learners learners to show by progress at their own pace.				
	clapping to	Progress at their t	ovin pace.		their fingers of 5 or 3 or 1 as to those 'who	
	warm-up				really got it', 'got some	
	the body				of it' or didn't get it'	
	for				respectively.	
	maximal					

WHATSAPP ON	NLY 024535059)1		
	performan ce and to			Independent Activity/ Homework:
	prevent			
	injuries			
Vetted by :			Signature:	Date :
			1720	
		all a		

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending:	25th March, 2022					Class	size:
Day:					Date :		
Friday, 60 minu	tes				25th	Marc	ch, 2022
Period :					Lesso	n:	
2					1 of 1	1	
Strand : God, H	is Creation and Attribu	tes		Sub-	stranc	d : Pu	rpose of God's Creation
Indicator (code)		B2.1	.3.1.1			
Content standa	rd (code)		B2.1	.3.1.			
Performance In	dicator		Leari creat		can	expla	in the purpose of God's
and Leadership	icies: Creativity and Inr Critical Thinking and P		ation	and C	Collabo	oratio	n Personal Development
Keywords			2				
T. L .R. (s)			Pictu	ires			
Ref:		RME curriculum P	age				
DAY	Phase 1:		Phas	e 2: N	⁄lain		Phase 3:
	Starter (preparing the brain for learning)	1	inclu	learr ding ssmer			Plenary / Reflections
Friday	Play the HOT SEAT g	Play the HOT SEAT game using the key words. Select a learner to sit facing the other		•	rs ne uses nd plar		What new things have you learned today? Learning progress voting:
	where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words		learr Ask s	strong			Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.
	DEBRIEFING: •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win?		first learr strug answ	and tl	milar	t	Independent Activity/ Homework:

WHATSAPP ONLY 0245350591 • Pair up stronger and weaker Share lesson indicator and treat key learners so that words with learner stronger learners can help weaker ones. Share lesson indicator and treat key • Use the remedial words with learner. activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Vetted by :	Signature:	Date :

Assessment: let learners identify the uses of animals

and plants.

SUBJECT: HISTORY CLASS: TWO

Week Ending: 25th March, 2022					Class size:			
Day:				Date :				
Tuesday, 60 minutes					22nd March, 2022			
Thursday, 60 minutes					24th N	March,	2022	
Period :					Lessor	ı :		
2				1 of 2				
2			2 of 2					
Strand : My Co	untry Ghana		Sub-strand : The People Of Ghana					
Indicator (code	e)		B2.2.1.	1.1				
Content standa	ard (code)		B2.2.1.	1.	C			
Performance In	ndicator		Learne	rs can st	ate the	charac	teristics of the ethnic	
				in Ghar				
				ation an	d Collai	boratio	n Personal Development	
and Leadership	Critical Thinking	and Problem Solv	/ing.	1				
Keywords			lunar, ancestors, mourning, prophet, harvest, Islam, stool					
			house, alcohol					
T. L .R. (s)			Pictures or a documentary of the festivals					
(0)			and celebrations of different ethnic groups in Ghana					
Ref: History curricul		um Pag	e					
DAY	Phase 1: Starter (preparing the brain		Phase 2: Main (new learning including				Phase 3:	
						g	Plenary / Reflections	
			assessr	nent)				
for learning)								
Tuesday	Play the HOT SE	Show documentary/pictures/ internet of a festival of one				What new things have you		
	the key words.					learned today?		
	Select a learner				f one	Loorning progress votings		
		the other learners with their back to the board where you		of the ethnic groups			Learning progress voting: Ask learners to show by	
	write the keywords for		Discuss what the documentary entails.				their fingers of 5 or 3 or 1	
	learners to desc		docum	entary e	illalis.		as to those 'who really got	
	word means or does and the		Differe	ntiated	learning	g	it', 'got some of it' or	
learner in the HOT SEAT has t				onger le	_		didn't get it' respectively.	
	guess what the		some c			Indonondout Asticitud		
for all the key words		roras	first an	d then l	et learners		Independent Activity/ Homework:	
			who are struggling					

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners
 who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners describe a festival of one of the ethnic group

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

Show documentary/pictures/ internet of a festival of one of the ethnic groups Discuss what the documentary entails.

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

 Pair up stronger and weaker learners so that stronger learners can help weaker ones.

• Use the remedial

activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

WHATSAPP ONLY 0245350591		
	Assessment: let learners describe a festival of one of the ethnic group	
Vetted by :	Signature:	Date :

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SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending: 25th March, 2022				Class size:			
Day:				Date :			
Monday, 60 minutes				21st March, 2022			
Wednesday, 60 minutes			23	23rd March, 2022			
Period :				Lesson:			
2			10	of 2			
2			2 (2 of 2			
Strand : VISU	AL ARTS		Sub-strand: Displaying and Sharing				
PERFO	DRMING ARTS	Appreciating and Appraising					
Indicator (cod	le)	B2 1.3.5.	1	B2 2.	4.7.2		
Content stand	dard (code)	B2 1.3.5.		B2 2.	4.7.		
Performance Indicator Core Competencies: Creativity and Innovation Com and Leadership Critical Thinking and Problem Solvin Keywords			Learners can display own visual artworks to share creative experiences that reflect the history and culture or way of life of people in other Ghanaian communities Learners can report own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved munication and Collaboration Personal Development ing.				
T. L .R. (s)	Pictures						
		es curriculum					
iter.	Creative Art.	s curriculu	111				
DAY	Phase 1: Starter (preparing the brain for learning)	(new lea	Phase 2: Main new learning including essessment)			Phase 3: Plenary / Reflections	
Monday	using the key words. Select a learner to sit facing the other learners with their back to the board where you write		Learners are to: ② display portfolio of own visual artworks to educate and inform the public on artworks that reflect the history and culture opeople in other parts of Ghana.		visual form t ure of	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got	

what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words

Assessment: let learners display own visual artworks to share creative experiences that reflect the history and culture or way of life of people in other Ghanaian communities it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

Learners are to:

display
 (real/photographs/video)
 selected own and others'
 displayed performing artworks
 talk about the works
 dispassionately using agreed guidelines;

② use the outcome of the appreciation/appraisal to modify the performance or to present similar or different music, dance and drama artworks.

Suggested Process/Steps 2 talk about, appreciate and appraise own and/or others'

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Wednesday

Play the HOT SEAT game using the key words.
Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is.
Repeat for all the key words

DEBRIEFING:

•How did you feel during the game?

•What new words did compositions and performances you learn? using the guidelines above •How does it feel to win? dispassionately; •What will you do next 2 use the outcome of the time to win? appreciation/appraisal to modify the product or to produce a similar or different composition Share lesson indicator and treat key words with or performance; learner Precord/document the activity and share using a platform accepted social media by the Share lesson indicator class/group (e.g. Facebook, and treat key words with Twitter, Instagram, WhatsApp); learner. Assessment: let learners write report own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved

Vetted hv ·	Signature:	Date:

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending:						Class	size:		
Day:				Date	:				
Period:					Lesson:				
2					1 of 1				
2					1 of 1				
2				1 of 1					
Strand: Writing	Conventions / Us	sage		Sub-s	Sub-strand: Integrating Grammar in Written				
				Langu	nguage (Capitalization)				
Indicator (code)			B2.5.	1.1.1.	B2.5	1.1.2	B2.5.1.1.3		
Content standar	rd (code)		B2.5.	1.1.	B2.5.	1.1.	B2.5.1.1.		
Performance Inc	dicator		 Learners should write proper nouns with 						
			capital letters.						
			Learners should use capital letters to start						
			sentences						
			 Learner's should use capital letters after full stops. 						
Core Competencies: Creativity and Innovation Con			mmunication and Collaboration Personal Development and						
Leadership Critical Thinking and Problem Solving.				•					
Keywords									
T. L .R. (s)			Manila cards, markers, recorded audios visual						
Ref: Ghanaian Langu		age c	curricul	lum					
DAY	Phase 1:		Phase 2: M		lain		Phase 3:		
	Starter		(new learning including		uding	Plenary / Reflections			
(preparing the brain		assessment)							
	for learning)								
	Cover Up			learne	•		What new things have you		
Loomore in companient arrays		Total of the alphabet		learned today?					
Learners in convenient groups.			as a group.		Learning progress voting:				
	1. Write a word	on the board.					Ask learners to show by their		

- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- Call individual learners to say the letters of the alphabet.
- Write names of persons and places on manila card in capital letters.
- Lead learners to read the names and discuss the names with them.
- Call learners to read the names on their own.
- Let learners use capital letters to write the proper nouns.

Assessment: let learners write proper nouns with capital letters

fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink

- Revise the lesson on the letters of the alphabet with learners.
- Write simple sentences on the board and ask learners to recognise the first letter in every sentence.
- Lead learners to read the simple sentences aloud.
- Call individual learners to read the sentences.

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

The team that is able to read Let learners write the and write more words becomes sentences making sure the winner. that each sentence is started with a capital **DEBRIEFING:** letter. What did you like about the game? Assessment: let learners What did you dislike about the game? use capital letters to What must your team do to win start sentences next time? Share lesson indicator and treat key words with learner. Cover Up Revise the lesson on What new things have you learned today? the letters of the Learners in convenient groups. alphabet with learners. Learning progress voting: Write simple 1. Write a word on the board. Ask learners to show by their sentences on the board 2. Cover all the letters except fingers of 5 or 3 or 1 as to and ask learners to the first one, beginning from those 'who really got it', 'got recognise the first the left to the right, and ask some of it' or didn't get it' pupils to make the sound of the respectively. letter in each sentence. letter which is not covered. Lead learners to read 3. Do this until the sounds of all Independent Activity/ the simple sentences the individual letters have been Homework: aloud. made by pupils. Call individual 4. Run your finger under the learners to read the word for pupils to blend the sounds to read sentences. 5. The pupil who blend the • Let learners write the sounds to read wins the game. sentences making sure that each sentence is dotted at the end, and **DEBRIEFING:** another started with a What did you like about the capital letter. game? What did you dislike about the game? Assessment: let What must your team do to win learners use capital next time? letters after full stops. Share lesson indicator and treat key words with learner.

SEMESTER ONE BASIC TWO WEEK 11

MANA FILLER



SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending: 1st April, 2022				Clas	s size:	
Day:			Date:			
Monday, 60 minutes			28th N	March	, 2022	
Tuesday, 60 minutes			29th March, 2022			
Wednesday, 60 minutes			30th N	March	, 2022	
Thursday, 60 minutes			31st N	/larch	, 2022	
Friday, 60 minutes			1st Ap	ril, 20)22	
Period :			Lesson	1:		
2			1 of 1			
2			1 of 1			
2			1 of 1)`	
2			1 of 1			
2			1 of 1			
Strand:		Sub-stra	and :			
A. Oral Language		A. 1	Listenin	g Con	nprehension	
B. Reading		В. (Compre	hensi	ion	
C. Writing		C. (Control	led W	riting	
D. Using Writing Conventions		D. I	Using A	djecti	ves	
Extensive Reading		E. 1	Building	g The	Love and Cul	ture of Reading
		Α.				
Indicator (code)	B2.1.7.1.	2	B2.2.7.		B2.4.7.1.1	B2.5.5.1.1.
Content standard (code)	B2.1.7.1.		B2.2.7	.1.	B2.4.7.1.	B2.5.5.1.
			B2.6.1	.1.		
Performance Indicator	A. Le	earners	can re	cogni	ise and relat	e the sequence of
	ev	vents (be	eginnin	g, mic	ldle and end)	in drama
	B. Le	earners	can re	etell	level-approp	riate texts in own
	w	ords				
	C. Le	earners	can w	rite c	r copy corre	ect sentences from
	St	ubstituti	on table	es		
	D. Le	earners	can id	lentify	y and use si	mple sentences to
	de	escribe t	he wea	ther		
	A. Le	earners	can	read	a variety o	of age and level-
	aı	ppropria	te book	ks and	l texts from p	rint and non-print

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

Keywords						
T. L .R. (s) Ref: English La		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library. anguage curriculum Page				
DAY	Phase 1: Starter (preparing the befor learning) Cover Up Learners in converge groups. 1. Write a word board. 2. Cover all the except the first beginning from the right, and asto make the souletter which is not covered. 3. Do this until the sounds of all the individual letter been made by particular to the sounds. The pupil who the sounds to retain the game. DEBRIEFING What did you like the game? What did you did about the game? What must your to win next time.	venient I on the letters one, the left to sk pupils and of the et shave oupils. er under pils to ds to read o blend ead wins ke about slike er r team do	A. ORAL LANGAUGE Read a narrative text aloud to learners, following the procedure in B2.1.6.1.2. Put learners in groups to identify and talk about the parts of the drama (beginning, middle and ending). Assessment: let learners identify sequence of events (beginning, middle and end) in drama	Phase 1: Starter (preparing the brain for learning) What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:		

	Share lesson indicator and treat key words with learner .		
Tuesday	Learners watch/listen to a s story /folktale. (Intersperse the story	B.READING • Revise some previous stories told. What new things have you learned today?	u
	with songs and gestures) DEBRIEFING: Who were the characters in the story? Which part of the story do you like? What lessons did you learn from the story? How will you apply the good moral lesson in your life? Share lesson indicator and treat key words with learner.	 Have learners retell a story using simple herring-bone strategies Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions. Pair up stronger and weaker learners so that stronger learners can help weaker ones. Use the remedial activities as practice for learners who need more Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 to those 'who really got it' 'got some of it' or didn't g it' respectively. Independent Activity/ Homework: 	, ,
		of a challenge Assessment: let learners retell level-appropriate texts in own words	
Wednesday	Writing Chain (Penmanship activity) Learners in convenient	 C. WRITING Have a simple 3-4 column substitution table on What new things have you learned today? 	u
	groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)	the board. e.g. I Sing Schoo at Schoo I We Play Home Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 to those 'who really got it' 'got some of it' or didn't g it' respectively.	, ,
	When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same	The Read the park s	

pattern on a sheet. They all do the card passing and drawing in turns. When the last member finishes in each group, he/she shouts 'Bingo!'

DEBRIEFING:

How did you help your team to win the game?

What objects in the classroom look like the strokes you traced?

Share lesson indicator and treat key words with learner.

- Have learners identify the words that make up the table.
- With an example, let learners form sentences from the substitution table.
- Have learners read out their sentences and write down their sentences in their books

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners who
are struggling
answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners write or copy correct sentences from substitution tables

Thursday

Sentence Scrabble (using simple sentences clearly and correctly)

Learners in convenient groups.

Using word cards, learners arrange the words to form grammatically correct sentences.

Example

D.WRITING
CONVENTIONS AND
GRAMMAR USAGE
Use appropriate texts to help
learners to describe the
weather and show quantity
and position or order of
people and things, e.g:
weather - It is cold.
quantity - I have two pens.
position or order of people
and things - She is on the first
row.

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

learners gain points or Assessment: let learners use simple sentences to describe each correct sentences they come up with, the weather learners are given more word cards until the cards are exhausted. The group with highest points win the game. **DEBRIEFING** How did you find the sentences Scrabble game? Was the game challenging? How can this game be improved? Share lesson indicator and treat key words with learner. Cover Up What new things have you Friday **E.EXTENSIVE READING** learned today? Use the Author's chair to Learners in convenient introduce the reading/library Learning progress voting: groups. time. Ask learners to show by • Have a variety of age and their fingers of 5 or 3 or 1 as 1. Write a word on the level-appropriate books for to those 'who really got it', learners to make a choice. board. 'got some of it' or didn't get 2. Cover all the letters • Introduce narratives, pop-up it' respectively. except the first one, and flip-the-page texts to Independent Activity/ beginning from the left to learners. Homework: the right, and ask pupils • Introduce e-books to to make the sound of the learners, if available. letter which is not • For each reading session, covered. guide learners to select books.

3. Do this until the		
sounds of all the	Assessment: let learners read	
individual letters have	a variety of age and level-	
been made by pupils.	appropriate books and texts	
4. Run your finger under	from print	
the word for pupils to		
blend the sounds to read		
5. The pupil who blend		
the sounds to read wins		
the game.		
Assessment		
What did you like about		
the game?		•
What did you dislike		
about the game?		
What must your team do		
to win next time?		
Share lesson indicator		
and treat key words with		
learner .		
dk		

Vetted by :	Signature:	Date :
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SUBJECT: MATHEMATICS CLASS: TWO

Week Endin	g: 1st April, 202	22				Class si	ze:	
Day:	Pay:			Date :				
Monday, 60	minutes					28th March, 2022		
Tuesday, 60	Tuesday, 60 minutes				29th March, 2022			
Wednesday,	60 minutes				30th Ma	rch, 202	2	
Thursday, 60) minutes				31st Ma	rch, 202	2	
Friday, 60 m	inutes				1st April	, 2022		
Period :					Lesson:			
2					1 of 1			
2					1 of 4	\mathcal{C}^{\vee}		
2					2 of 4	2		
2					3 of 4			
2					4 of 4			
Strand: GEC	METRY AND ME	ASUREME	NT	Sub-stra	nd : Positio	on/Trans	sformation	
Indicator (co	ode)		B2.3.2.1.1: B2.3.3.1.1					
Content star	ndard (code)	B2.3.2.1. B2.3		3.1.				
Performance	e Indicator		Learners	can prove	that the placement or direction of a shape or			
			object do	es not cha	nge its length.			
			Learners	can demo	instrate an understanding of how to measure			
		7	lengths, ca	apacities o	r mass - directly or indirectly - using nonstandard			
		6	units					
Core Compe	tencies: Creativi	ty and Inn	ovation Co	mmunicati	on and Co	llaborat	ion Personal Development	
and Leaders	hip Critical Think	ing and Pr	oblem Solv	ing.				
1/			T					
Keywords			,	•	ctangle, circle, different, position			
			•	n, foot leng				
T. L .R. (s)					ils, sticks,	pictures	of 2D shapes in different	
	orientations							
match sticks, pencil				ips, strav	ws, colour pencil			
Ret:	Ref: Mathematics curriculum Pag			ulum Pag	е			
DAY	Phase 1:		Phase 2: N	Main			Phase 3:	
	Starter		(new leari	earning including assessment) Plenary / Reflections			Plenary / Reflections	
	(preparing the	brain						
	for learning)							

WHATSAPP ONLY 0245350591 Put sticks of equal length in Monday Learners form What new things have you learned today? convenient groups. different places and directions and . Explain that when you ask learners to identify the longest; call out a part of their Learning progress voting: viz. which stick in the figure is body, learners have to Ask learners to show by longest? identify items in the their fingers of 5 or 3 or 1 as class that is of the same to those 'who really got it', 'got some of it' or didn't get length of the part mentioned. it' respectively. 3. Learners use one part of their body to try Independent Activity/ Homework: to measure the length, height, or width of Then ask them to pick the sticks and desk, pencils, exercise put them side by side to see if they books, tables etc. have equal length. 4. Learners work with partners to give each other measurement Differentiated lesson challenge to measure. Low Ability Learners **DEBRIEFING** Learners to identify the position of 1. How did you feel objects in playing the game? relation to other objects. Why? 2. What did you measure? How **High Ability Learners** long/short was it? Task learners to place objects in 3. Are the different measurements the positions and describe them. same? Why? 4. How can we measure Assessment: have learners to the length, height and practice with more examples width of the classroom? Share lesson indicator and treat key words with learner E.g. 1. Identifying which of two non-Tuesday Learners form What new things have you

standard units would be a better

choice for measuring the length,

to be measured and object to be

used to measure (thumb width,

capacity or mass of an object. (E.g.

Put a table (see example) of lengths

learned today?

it' respectively.

Learning progress voting:

their fingers of 5 or 3 or 1 as

to those 'who really got it',

'got some of it' or didn't get

Ask learners to show by

convenient groups.

. Explain that when you

call out a part of their

body, learners have to

class that is of the same

identify items in the

length of the part

mentioned.

- 3. Learners use one part of their body to try to measure the length, height, or width of desk, pencils, exercise books, tables etc.
- 4. Learners work with partners to give each other measurement challenge to measure.

DEBRIEFING

- 1. How did you feel playing the game? Why?
- 2. What did you measure? How long/short was it?
- 3. Are the measurements the same? Why?
- 4. How can we measure the length, height and width of the classroom?

Share lesson indicator and treat key words with learner

paper clips, pencil lengths, etc.), estimates, and actual measures.

Have learners copy table in their exercise book, record their personal estimates and then work with a

Math	thumb widths
textbook	or bottle caps
Math	pencil lengths
textbook	or match
	sticks
Desk	hand widths
Desk	pencil lengths
	or match
	sticks

partner to measure and record the actual measurements. As learners work, go around the classroom to ensure they are using appropriate procedures

Differentiated lesson Low Ability Learners

 Learners measure objects and record the number of counts.

High Ability Learners

 Task learners to select the best among given measuring items to measure a given object. E.g. To measure the cupboard, would you use a pencil or paper clip?

Assessment: have learners to practice with more examples

Independent Activity/ Homework: WHATSAPP ONLY 0245350591 Explain why the number of non-Wednesda Learners form What new things have you learned today? convenient groups. standard units an object measures У . Explain that when you varies depending upon the size of call out a part of their Learning progress voting: the non-standard unit used body, learners have to Ask learners to show by (example: why the measuring identify items in the their fingers of 5 or 3 or 1 as lengths using paperclips results in a class that is of the same to those 'who really got it', higher number than measuring 'got some of it' or didn't get length of the part lengths with pencils). mentioned. it' respectively. 3. Learners use one Differentiated lesson part of their body to try Independent Activity/ Low Ability Learners Homework: to measure the length, • Learners measure objects and height, or width of record the desk, pencils, exercise number of counts. books, tables etc. 4. Learners work with **High Ability Learners** partners to give each • Task learners to select the best other measurement among challenge to measure. given measuring items to measure a **DEBRIEFING** given 1. How did you feel object. E.g. To measure the playing the game? Why? cupboard, 2. What did you would you use a pencil or paper clip? measure? How long/short was it? Assessment: have learners to 3. Are the practice with more examples measurements the same? Why? 4. How can we measure the length, height and width of the classroom? Share lesson indicator and treat key words with learner Thursday Learners form Selecting an appropriate nonconvenient groups. learned today? standard unit for measuring the

. Explain that when you call out a part of their body, learners have to identify items in the class that is of the same length of the part mentioned.

length, height, distance around, capacity or mass (weight) of a given object, estimating the length, capacity or mass (weight) in nonstandard units, and then comparing What new things have you

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

the estimate with the actual Independent Activity/ 3. Learners use one Homework: part of their body to try measure to measure the length, height, or width of Differentiated lesson desk, pencils, exercise Low Ability Learners books, tables etc. • Learners tell how many pencils or 4. Learners work with match partners to give each other measurement sticks will measure a given item. challenge to measure. **DEBRIEFING High Ability Learners** 1. How did you feel • Learners tell which item will be the playing the game? best Why? for measuring a particular object and 2. What did you measure? How state long/short was it? why. 3. Are the measurements the Assessment: have learners to same? Why? practice with more examples 4. How can we measure the length, height and width of the classroom? Share lesson indicator and treat key words with learner Friday Learners form Comparing and ordering objects by What new things have you length, height, distance around, convenient groups. learned today? . Explain that when you capacity or mass (weight), using nonstandard units, and describing the call out a part of their Learning progress voting: body, learners have to relative size of the objects (Give Ask learners to show by identify items in the learners a series of 3 objects. their fingers of 5 or 3 or 1 as class that is of the same Have them measure the objects to those 'who really got it', length of the part using a non-standard unit and then 'got some of it' or didn't get mentioned. arrange them from shortest to it' respectively. 3. Learners use one longest, based on the results) part of their body to try Independent Activity/ to measure the length, Differentiated lesson Homework: **Low Ability Learners** height, or width of desk, pencils, exercise • Learners tell how many pencils or books, tables etc. match 4. Learners work with sticks will measure a given item. partners to give each other measurement **High Ability Learners** challenge to measure.

,,	121 02 1000000	<u> </u>
	DEBRIEFING	Learners tell which item will be the
	1. How did you feel	best
	playing the game?	for measuring a particular object and
	Why?	state
	2. What did you	why.
	measure? How	
	long/short was it?	Assessment: have learners to
	3. Are the	practice with more examples
	measurements the	
	same? Why?	
	4. How can we measure	
	the length, height and	
	width of the classroom?	
	ciassroom?	
	Share lesson indicator	
	and treat key words	
	with learner	
Vetted by :		

Vetted by :	Signature:	Date :

SUBJECT: SCIENCE CLASS: TWO

Week Ending:	1st April, 2022					Class	size:
Day:					Date :		
Monday, 60 r	ninutes				28th March, 2022		
Thursday, 60 minutes				31st N	March, i	2022	
Period :					Lessor	ı :	
2					1 of 2		
2					2 of 2		
Strand : CYCLI	ES			Sub-st	rand : E	ARTH S	SCIENCE
Indicator (cod	le)		B2.2.1.	4.1		-//	
Content stand	dard (code)		B2.2.1.	4.	<u>C</u>	\cup	
Performance	Indicator		Learne	rs can	find o	ut the	qualities of good drinking
			water	0			
_	•			ion and	Collab	oration	Personal Development
and Leadershi	p Critical Thinking a	nd Problem Solvin	g.)-			
Keywords			sea, River, Tap water, Lake, Lagoon water, Natural,				
incytrorus			Artificial, Stream.				
T. L .R. (s)			Pictures				
Ref:		Science curriculu	ım Page				
			Ü				
DAY	Phase 1:		Phase 2: Main				Phase 3:
	Starter		(new learning including			ng	Plenary / Reflections
	(preparing the br	ain	assessment)				
	for learning)						
Monday	Play the HOT SEA	T game using	Learners mention the			What new things have	
	the key words.	1	sources of water we drink			drink	you learned today?
	Select a learner to				ir home	es and	Learning progress voting:
	other learners with their back to the board where you write the		commi	unities.			Ask learners to show by
keywords for learners to describe		• Supp	ly learn	ers wit	h	their fingers of 5 or 3 or 1	
what the word means or does		sample	es of wa	ter fro	m	as to those 'who really	
	and the learner in the HOT SEAT		different sources, i.e. river,			river,	got it', 'got some of it' or
has to guess what the word is.		pond, well and bottled didn't get it' respec			didn't get it' respectively.		
	Repeat for all the	key words	water.				
			Cautio	n: learn	ers sho	uld	Independent Activity/ Homework:
	DEBRIEFING:		not tas	te any	of the v	vater	nomework:
	DEDITIEI ING.		sample	es.			

•How did you feel during the game? In groups learners •What new words did you learn? examine the water •How does it feel to win? samples for the following: •What will you do next time to solid particles (using hand win? lens), colour and odour (smell). Share lesson indicator and treat Each group presents their key words with learner findings. Differentiated learning Share lesson indicator and treat Ask stronger learners to key words with learner. answer some questions first and then let learners who are struggling answer similar questions. Pair up stronger and weaker learners so that stronger learners can help weaker ones. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners mention the sources of water Thursday Play the HOT SEAT game using • Display to learners, What new things have the key words. you learned today? samples of good drinking Select a learner to sit facing the water and assist them to other learners with their back to Learning progress voting: infer that good drinking the board where you write the Ask learners to show by water has no colour, and keywords for learners to describe their fingers of 5 or 3 or 1 no odour and is free from what the word means or does as to those 'who really solid particles. got it', 'got some of it' or and the learner in the HOT SEAT has to guess what the word is. didn't get it' respectively. Learners explain what Repeat for all the key words will happen when they

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

drink water that has particles, odour and colour in it.

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners mention out the qualities of good drinking water

Independent Activity/ Homework:

Vetted by :	Signature:	Date :

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Ending:	1st April, 2022				Class size:		
Day:				Date:			
Tuesday, 60 minutes			29th March, 2022				
Thursday, 60 minutes			31st M	arch, 2022			
Period :				Lesson	:		
2				1 of 2			
2				2 of 2			
Strand: ALL A	ROUND US		Sub-st	rand : Pl	ants and Animals		
					. \		
Indicator (cod	e)	B2.2.2	.1.1.				
Content stand	lard (code)	B2.2.2	.1.	C			
Performance	Indicator	Learne	rs can	explo	ore the important plants in the		
		comm	unity				
=	encies: Creativity and Innovation Co		cation a	nd Colla	boration Personal Development		
and Leadershi	p Critical Thinking and Problem Sol	ving.		/			
		.81.21					
Keywords					or, a pologise, hurt.		
T. L .R. (s)		Pictures and videos of activities that promote clean environment, Cleaning tools like cutlasses, hoes, brushes,					
		brooms, Spade, Shovel, Rake, Waste disposal bins,					
		Wheelbarrow, charts, computer, projector,					
Def	Over World Over						
Ref:	Our World Our	People	curricu	iium Pa	ge		
DAY	Phase 1:	Dhaca	2: Main		Phase 3:		
DAT	Starter						
	(preparing the brain	•	(new learning including assessment)		g Fieldly / Kellections		
	for learning)	ussess	inche				
Tuesday	Play the HOT SEAT game using	Learne	rs ident	tify and t	alk What new things have you		
rucsuay	the key words.	Learners identify and talk about crops like cocoa,		•			
Select a learner to sit facing		yam, maize, shea butter,			,		
the other learners with their				bout wh	Learning progress voting		
	back to the board where you	,		rtant to	Ask learners to show by		
	write the keywords for	1 -	•	g. they g	their ringers of 5 or 3 or 1 as		
	learners to describe what the word means or does and the		ney and		to those 'who really got it', 'got some of it' or didn't get		
	learner in the HOT SEAT has to		ers see t		it' respectively.		
	guess what the word is.	crops,		c rear			
	Repeat for all the key words	сторз,					

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

pictures/videos of these important crops
Learners draw and colour the important crops in their community

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners explain the importance of crop plants in the community

Independent Activity/ Homework:

Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is.

Repeat for all the key words

DEBRIEFING:

Learners talk about caring for crop plants

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

 Pair up stronger and weaker learners so that stronger learners can help weaker ones. What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

	 How did you feel during the game? What new words did you learn? How does it feel to win? What will you do next time to win? 	• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge	
	Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner.	Assessment: Let learners mention ways of caring for crop plants	
Vetted by :		Signature:	Date :

Vetted by :	Signature:	Date :

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Ending	Class			Class siz	e:		
Day:			Date :				
Friday, 60 mir	nutes		1st April, 2022			l, 2022	
Period :					Lesson:		
2					1 of 1		
Strand: MOTOR SKILL AND MOVEMENT P			ATTERNS	Sub-strai	nd : MAN	IPULATIV	E SKILLS
Indicator (cod	de)		B2.1.2.1.	.8			
Content stand	dard (code)		B2.1.2.1.			. \	
Performance	Indicator		Learners period	can hand	l-dribble	by contro	olling a ball for a sustained
	encies: Creativit itical Thinking a			munication	n and Coll	aboration	n Personal Development and
T. L .R. (s)			Balls				
Ref:		PE curriculu	um Page				
DAY	Phase 1:		Phase 2: Main Phase 3:				
Starter (preparing the brain for learning)			(new learning including assessment) Plenary / Reflection				Plenary / Reflections
Friday	Learners jog demarcated files while s clapping to the body fo performand prevent inju	I area in inging and warm-up r maximal se and to	on the sp sustained Observe and give feedback progress Organise basketba	bounce boot or while dearners at them suppersubble at his or he amini had all game. Even activities	e moving fter warm s they pro port and dividuals her own p ndball or nd lesson	for a up. actice to ace.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending: 1	Lst April, 2022			Class size:	
Day:			Date :		
Friday, 60 minutes			1st April, 2022		
Period :			Less	son :	
2			1 of	1	
Strand : God, Hi	s Creation and Attributes		Sub-stran	nd: Purpose of God's Creation	
Indicator (code)		B2.1	.3.1.1		
Content standa	rd (code)	B2.1	.3.1.		
Performance In	dicator	Lear		explain the purpose of God's	
Core Competencies: Creativity and Innovation Communication Communication Communication Critical Thinking and Problem Solving. Keywords			cation and Collaboration Personal Development		
T. L .R. (s)		Pictures			
Ref:	RME curriculum F	Page			
DAY	Phase 1: Starter (preparing the brain for learning)	(new	e 2: Main I learning I ding ssment)	Phase 3: Plenary / Reflections	
Friday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: How did you feel during the game? What new words did you learn? How does it feel to win?		earners dra colour usef ts and anim erentiated ning stronger ners to answ e questions and then leaders who are	ful mals. Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. wer s Independent Activity/ Homework:	

answer similar questions. Share lesson indicator and treat key • Pair up stronger words with learner and weaker learners so that stronger learners Share lesson indicator and treat key can help weaker words with learner. ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners draw and colour useful

Vetted by : Signature:	Date :
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plants and animals

SUBJECT: HISTORY CLASS: TWO

Week Ending	Week Ending: 1st April, 2022			Class size:		
Day:			Date	:		
Tuesday, 60 m	ninutes		29th March, 2022			
Thursday, 60 minutes			31st	Mar	ch, 2022	
Period :			Less	on :		
2			1 of	2		
2			2 of	2		
Strand : My C	ountry Ghana	Sub	-stran	d : Th	e People Of Ghana	
Indicator (cod	le)	B2.2.1.1.2	1			
Content stand	lard (code)	B2.2.1.1.				
Performance	Indicator	Learners	can st	ate tl	ne characteristics of the ethnic	
		groups in	Ghana	3		
	encies: Creativity and Innovation Commu	unication a	nd Col	labora	ntion Personal Development	
and Leadershi	p Critical Thinking and Problem Solving.	~ ()-				
Voanda						
Keywords		lunar, ancestors, mourning, prophet, harvest, Islam, stool house, alcohol				
T L D (a)		Pictures or a documentary of the festivals				
T. L .R. (s)		and celebrations of different ethnic groups in Ghana				
Ref:	Dictory overioulus					
Rei.	History curriculun	n Page				
DAY	Phase 1:	Phase 2: I	Main		Phase 3:	
	Starter	(new lear	_		Plenary / Reflections	
	(preparing the brain	including				
	for learning)	assessme	nt)			
Tuesday	Play the HOT SEAT game using the	Show do		•	What new things have you	
	key words.	/ pictures			learned today?	
	Select a learner to sit facing the other learners with their back to	of a festiv		_	Loarning progress voting:	
	the board where you write the	of the eth	_	-	Learning progress voting: Ask learners to show by their	
	keywords for learners to describe	Discuss w documen		е	fingers of 5 or 3 or 1 as to	
	what the word means or does and	entails.	tary		those 'who really got it' , 'got	
	the learner in the HOT SEAT has to	Circuits.			some of it' or didn't get it'	
	guess what the word is. Repeat for	Differenti	ated		respectively.	
	all the key words	learning	- *-		Lada a a da al A. C. S. J.	
					Independent Activity/	
					Homework:	

DEBRIEFING: Ask stronger How did you feel during the learners to answer game? some questions •What new words did you learn? first and then let •How does it feel to win? learners who are •What will you do next time to struggling win? answer similar questions. • Pair up stronger Share lesson indicator and treat key and weaker learners words with learner so that stronger learners can help weaker Share lesson indicator and treat key ones. words with learner. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners describe a festival of one of the ethnic group Thursday Play the HOT SEAT game using the Show documentary What new things have you key words. / pictures/ internet learned today? Select a learner to sit facing the of a festival of one other learners with their back to Learning progress voting: of the ethnic groups the board where you write the Ask learners to show by their Discuss what the keywords for learners to describe fingers of 5 or 3 or 1 as to documentary what the word means or does and those 'who really got it', 'got entails. the learner in the HOT SEAT has to some of it' or didn't get it' guess what the word is. Repeat for respectively. Differentiated all the key words learning Independent Activity/ Ask stronger Homework: learners to answer **DEBRIEFING:** some questions How did you feel during the first and then let learners who are •What new words did you learn? struggling •How does it feel to win?

 What will you do next time to 	answer similar	
win?	questions.	
	 Pair up stronger 	
	and weaker learners	
Share lesson indicator and treat key	so that	
words with learner	stronger learners	
	can help weaker	
Chara laces in disease and tuest lace	ones.	
Share lesson indicator and treat key words with learner .	 Use the remedial 	
words with learner.	activities as practice	
	for learners	
	who struggle, and	
	the extension	
	activities for	
	those learners who	
	need more of a	
	challenge	
	Assessment: let	
	learners describe a	
	festival of one of	
	the ethnic group	

Vattad by	,	Signature:	Data ·
velleu bv .		JIKI I a LUI C	Date

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending: 1st April, 2022						Class size:	
Day:				I	Date :		
Monday, 60 minutes				2	28th March, 2022		
Wednesday, 60 minutes			3	30th N	1arch, 2022		
Period :				I	Lesson	:	
2				1	1 of 1		
2					1 of 1		
Strand: VISUAL ARTS	, PERF	ORMING	ARTS	Sub-stran	nd : App	preciating and Appraising	
Indicator (code)			B2 1.4.6	.2 B	2 2.4.6	5.2	
Content standard (co	de)		B2 1.4.6	. В	2 2.4.6		
Performance Indicate	or		• L	earners ca	ın agre	ee on guidelines for assessing and	
			d	leriving me	aning f	rom own and others' displayed visual	
			a	rtworks	X		
			• L	earners ca	n agre	ee on guidelines for assessing and	
			d	leriving me	eaning	from own and others' performing	
			artworks as representations of artworks produced or				
			found in other Ghanaian communities				
					nd Coll	aboration Personal Development	
and Leadership Critica	al Thinking ar	nd Probler	n Solving.				
Keywords							
Reywords		19.					
T. L .R. (s)			Pictures				
Ref:		Creative A	Arts curriculum				
inci.		Cicative 7	ii is carrie	aram			
DAY	Phase 1:		Phase 2:	Main		Phase 3:	
	Starter		(new learning including		ding	Plenary / Reflections	
	(preparing the		assessment)		. 0	,,	
	brain						
	for learning)						
Monday	Play the HOT SEAT		Learners are to:			What new things have you	
game using the key words. Select a learner to		2 agree	on guidelin	es for	learned today?		
		deducing	g the mean	ing of e			
	sit facing th			displayed;		Learning progress voting: Ask learners to show by	
	learners wi		2 discuss	s how to us	e the	their fingers of 5 or 3 or 1 as	
	back to the		guideline	es to expre	ss the	to those 'who really got it',	

where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words meaning of each displayed artwork.

Suggested Process/Steps

discuss and accept a guide for

appreciating and appraising

guidelines suggested above;

to use for appreciating and

2 agree on what to use the

appraisal report for and how to

identify the correct vocabulary

own and/or others' visual

artworks based on the

appraising artworks

share it;

2 agree on the

approach/method

(manual/digital) to use in

recording/documenting the

it' respectively.

'got some of it' or didn't get

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- What will you do next time to win?

appraisal process;

If ix a day/date for the appreciation/appraisal/jury

Assessment: let learners writing and appreciations for assessing and

Independent Activity/ Homework:

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner.

Assessment: let learners write guidelines for assessing and deriving meaning from own and others' displayed visual artworks

Wednesday

Play the HOT SEAT game using the key words.
Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or

Learners are to:

agree on guidelines for deducing the meaning of each artwork displayed;
 discuss how to use the guidelines to express the meaning of each displayed artwork

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

does and the Assessment: let learners write learner in the HOT guidelines for assessing and SEAT has to guess deriving meaning from own and what the word is. others' performing artworks as Repeat for all the representations of artworks key words produced or found in other Ghanaian communities **DEBRIEFING:** •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win? Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner.

tted by :	Cianatura	Doto :
HEO DV :	Signature:	Date :

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Endir	ng:				Class size:	
Day:					Date:	
Period :					Lesson :	
2					1 of 1	
2					1 of 1	
2					1 of 1	
Strand:				Sub-s	strand :	
Writing Con	ventions / Usage			Integ	rating Grammar in V	Vritten Language
				(Pund	ctuation)	
					_	Vritten Language (Use of
				I.)	n Words)	
Indicator (c			B2.5.2.1.1. B2.5.3.1.1			
	indard (code)		B2.5.2.1. B2.5.3.1.			
Performano	ce Indicator		Learners should know what the full stop			
				and	the comma are.	20 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1
				• tens	Learners snould	write two-letter present
Core Compe	etencies: Creativity an	d Innovation Com	ımunic			rsonal Development and
	Critical Thinking and P					•
Keywords						
T D (a)			Mani	la sard	le markare racardas	l audies visual
T. L .R. (s) Ref:		Ghanaian Langua	Manila cards, markers, recorded audios visual			
iter.		Gilalialali Laligue	age ci	urricur	um	
DAY	Phase 1:		Phase 2: M			Phase 3:
	Starter		(new learning including Plenary / Reflections			Plenary / Reflections
	(preparing the brain		asses	sment)	
	for learning)					
	Cover Up				rs demonstrate the	What new things have
Learners in convenient groups.		morn	ing gre	eeting.	you learned today?	

- 1. Write a word on the board.
- 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

DEBRIEFING:

What did you like about the game? What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- Write simple sentences that are well punctuated on a card (the sentence should have full stops and comma).
- Lead learners to read the sentences aloud.
- Call learners to read aloud the sentences individually.
- Discus what a full stop is with learners.
- Discuss what a comma is with learners.
- Assist learners to tell what full stop and commas are.

Assessment: let learners punctuate simple sentences

Learning progress
voting: Ask
learners to show by
their fingers of 5 or 3 or
1 as to those 'who
really got it', 'got some
of it' or didn't get it'
respectively.

Independent Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink

- Give a command for learners to respond.
- Call learners in pairs to demonstrate a command and its response.
- Write two-letter present tense action words on the board.
- Lead learners to read the words.
- Let learners read the action words as a group.
- Let learners read the action words one after the other.
- Demonstrate the action words with the class.

What new things have you learned today?

Learning progress
voting: Ask
learners to show by
their fingers of 5 or 3 or
1 as to those 'who
really got it', 'got some
of it' or didn't get it'
respectively.

Independent Activity/ Homework:

The team that is able to read and • Let learners write two-letter write more words becomes the present tense action words winner. Assessment: let learners write **DEBRIEFING:** two-letter present tense action What did you like about the game? words What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner. Cover Up Give a command for What new things have you learned today? learners to respond. Learners in convenient groups. • Call learners in pairs to Learning progress demonstrate a command and 1. Write a word on the board. Ask voting: its response. 2. Cover all the letters except the learners to show by Write two-letter present first one, beginning from the left to their fingers of 5 or 3 or tense action words on the the right, and ask pupils to make the 1 as to those 'who really got it', 'got some sound of the letter which is not board. of it' or didn't get it' covered. • Lead learners to read the Do this until the sounds of all the respectively. words. individual letters have been made by • Let learners read the action Independent Activity/ pupils. words as a group. 4. Run your finger under the word for Homework: • Let learners read the action pupils to blend the sounds to read words one after the other. 5. The pupil who blend the sounds to read wins the game. • Demonstrate the action words with the class. Let learners write two-letter **DEBRIEFING:** present tense action words What did you like about the game? What did you dislike about the Assessment: let learners write game? What must your team do to win next two-letter present tense time? action words Share lesson indicator and treat key words with learner. Vetted by :..... Signature: Date :

SEMESTER ONE BASIC TWO WEEK 12

MANA FILLER



SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending: 8th April, 2022	Class size:
Day:	Date :
Monday, 60 minutes	4th April, 2022
Tuesday, 60 minutes	5th April, 2022
Wednesday, 60 minutes	6th April, 2022
Thursday, 60 minutes	7th April, 2022
Friday, 60 minutes	8th April, 2022
Period :	Lesson :
2	1 of 1
Strand :	Sub-strand :
A. Oral Language	B. Listening Comprehension
B. Reading	C. Comprehension
C. Writing	D. Controlled Writing
D. Using Writing Conventions	E. Using Adjectives
E. Extensive Reading	F. Building The Love and Culture of Reading
Indicator (code)	B2.1.7.1.2 B2.2.7.1.3 B2.4.7.1.1 B2.5.5.1.1. B2.6.1.1.1
Content standard (code)	B2.1.7.1. B2.2.7.1. B2.4.7.1. B2.5.5.1
Content standard (code)	B2.6.1.1.
Performance Indicator	B. Learners can recognise and relate the sequence of events (beginning, middle and end) in drama
	C. Learners can retell level-appropriate texts in own words
	D. Learners can Write or copy correct sentences from substitution tables
	E. Learners can identify and use simple sentences to
	describe the weather
	F. Learners can read a variety of age and level-appropriate
	books and texts from print and non-print
Core Competencies: Creativity and Innovational Leadership Critical Thinking and Proble	tion Communication and Collaboration Personal Development em Solving.
Keywords	
•	

T. L .R. (s) Ref: English La		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library. anguage curriculum Page						
				DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
				Monday	Learners in convening groups. 1. Write a word on board. 2. Cover all the lett except the first one beginning from the the right, and ask promake the sound of twhich is not covered. 3. Do this until the sall the individual let been made by pupil 4. Run your finger unword for pupils to be sounds to read 5. The pupil who ble sounds to read wins game. DEBRIEFING What did you like all game? What did you dislike all game?	the ers left to upils to the letter d. sounds of ters have s. nder the lend the end the the	 A. ORAL LANGAUGE Read a narrative text aloud to learners, following the procedure in B2.1.6.1.2. Put learners in groups to identify and talk about the parts of the drama (beginning, middle and ending). Assessment: let learners identify sequence of events (beginning, middle and end) in drama 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

Tuesday	Learners watch/listen to a s story /folktale. (Intersperse the story with songs and	B.READING • Revise some previous stories told.	What new things have you learned today?
	gestures)	 Have learners retell a story using simple herring-bone 	Learning progress voting: Ask learners to show by
	DEBRIEFING: Who were the characters in	strategies	their fingers of 5 or 3 or 1 as to those 'who really got
	the story? Which part of the story do you like?	Differentiated learning Ask stronger learners to answer	it', 'got some of it' or didn't get it' respectively.
	What lessons did you learn	some questions	Independent Activity/ Homework:
	from the story? How will you apply the good	first and then let learners who are struggling	nomework.
	moral lesson in your life ?	answer similar questions.Pair up stronger and weaker	
	Share lesson indicator and	learners so that stronger learners can help	
	treat key words with learner	weaker ones.	
		Use the remedial activities as	
		practice for learners who struggle, and the extension	
		activities for	
		those learners who need more of a challenge	
		Assessment: let learners retell	
		level-appropriate texts in own words	
Wednesd	Writing Chain	C. WRITING	What new things have you
ay	(Penmanship activity)	• Have a simple 3-4 column substitution table on the board.	learned today?
	Learners in convenient	e.g.	Learning progress voting:
	groups e.g (Group A & B)	I Sing School	Ask learners to show by
	observe/ perceive a card	W Play Home	their fingers of 5 or 3 or 1
	with an inscription (a pattern or a letter)	e at nome	as to those 'who really got it', 'got some of it' or
		Th Read the	didn't get it' respectively.
	When signaled, the first	e park	
	learner in each Group passes	Во	Independent Activity/
	the card to the next group member and at the same	ys	Homework:
	time writes or draws the		
	same pattern on a sheet.		

They all do the card passing and drawing in turns.
When the last member finishes in each group, he/she shouts 'Bingo!'

DEBRIEFING:

How did you help your team to win the game?

What objects in the classroom look like the strokes you traced?

Share lesson indicator and treat key words with learner

- Have learners identify the words that make up the table.
- With an example, let learners form sentences from the substitution table.
- Have learners read out their sentences and write down their sentences in their books

Differentiated learning
Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners use simple sentences to describe the weather

Thursday

Sentence Scrabble

(using simple sentences clearly and correctly)

Learners in convenient groups.

Using word cards, learners arrange the words to form grammatically correct sentences.

Example learners gain points or each correct sentences they come up with,

D.WRITING CONVENTIONS
AND GRAMMAR USAGE
Use appropriate texts to help
learners to describe the weather
and show quantity and position
or order of people and things,
e.g:

weather - It is cold. quantity – I have two pens. position or order of people and things – She is on the first row.

Assessment: let learners use simple sentences to describe the weather

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

learners are given more word cards until the cards are exhausted. The group with highest points win the game. **DEBRIEFING** How did you find the sentences Scrabble game? Was the game challenging? How can this game be improved? Share lesson indicator and treat key words with learner **E.EXTENSIVE READING** What new things have you Friday Cover Up learned today? Use the Author's chair to Learners in convenient introduce the reading/library Learning progress voting: groups. Ask learners to show by Have a variety of age and leveltheir fingers of 5 or 3 or 1 1. Write a word on the appropriate books for learners to as to those 'who really got board. make a choice. it', 'got some of it' or 2. Cover all the letters • Introduce narratives, pop-up didn't get it' respectively. except the first one, and flip-the-page texts to Independent Activity/ beginning from the left to learners. Homework: the right, and ask pupils to • Introduce e-books to learners, make the sound of the letter if available. which is not covered. • For each reading session, guide 3. Do this until the sounds of learners to select books. all the individual letters have been made by pupils. Assessment: let learners read a 4. Run your finger under the variety of age and levelword for pupils to blend the appropriate books and texts from sounds to read print 5. The pupil who blend the sounds to read wins the game.

WHATSAPP	ONLY 0245350591	
WHATSAPP	Assessment What did you like about the game? What did you dislike about the game?	
	What must your team do to win next time? Share lesson indicator and	
	treat key words with learner	

Signature: Date :

Vetted by :.....

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending: 8th April, 2022					Class siz	e:	
Day:					Date :		
Monday, 60	minutes				4th April, 2022		
Tuesday, 60 r	ninutes				5th April, 2022		
Wednesday, 60 minutes					6th Apri	l, 2022	
Thursday, 60 minutes				7th Apri	l, 2022		
Friday, 60 mi	nutes				8th Apri	l, 2022	
Period :					Lesson:		
2					1 of 1		
2					1 of 4	\mathcal{C}	
2					2 of 4	CO,	
2					3 of 4		
2					4 of 4		
Strand: GEO	METRY AND ME	ASUREMEN	IT	Sub-strar	nd : Positio	on/Transf	ormation
Indicator (co	de)		B2.3.2.1	B2.3.2.1.1: B2.3.3.1.1			
Content standard (code) B2.3.2.			B2.3.2.1	32.3.2.1. B2.3.3.1.			
Performance Indicator Le			Learners can prove that the placement or direction of a shape or				
				object does not change its length.			
			Learners can demonstrate an understanding of how to measure				
		()	lengths, capacities or mass - directly or indirectly - using				
		6/1	nonstandard units				
Core Compet	encies: Creativi	ity and Inno	vation Co	mmunicati	on and Co	llaboratio	on Personal Development
and Leadersh	ip Critical Think	ing and Pro	blem Solv	ing.			
			Г.				
Keywords		Triangle, square, rectangle, circle, different, position			•		
			hand span, foot length, non-standard				
T. L .R. (s)			Water bottles, pencils, sticks, pictures of 2D shapes in different				
				orientations			
			match sticks, pencils, paper clips, straws, colour pencil				
Ref:		Mathemat	ics curricu	ılum Page			
	1		T			ı	
DAY	Phase 1:		Phase 2:	-			Phase 3:
	Starter		-	rning inclu	ding		Plenary / Reflections
	(preparing the	e brain	assessment)				
	for learning)						

Monday

Learners form convenient groups.

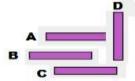
- . Explain that when you call out a part of their body, learners have to identify items in the class that is of the same length of the part mentioned.
- 3. Learners use one part of their body to try to measure the length, height, or width of desk, pencils, exercise books, tables etc.
- 4. Learners work with partners to give each other measurement challenge to measure.

DEBRIEFING

- 1. How did you feel playing the game? Why?
- 2. What did you measure? How long/short was it?
- 3. Are the measurements the same? Why?
- 4. How can we measure the length, height and width of the classroom?

Share lesson indicator and treat key words with learner

Put sticks of equal length in different places and directions and ask learners to identify the longest; viz. which stick in the figure is longest?



Then ask them to pick the sticks and put them side by side to see if they have equal length.

Differentiated lesson
Low Ability Learners
Learners to identify the position of objects in relation to other objects.

High Ability Learners
Task learners to place objects in
different
positions and describe them.

Assessment: have learners to practice with more examples

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Tuesday

Learners form convenient groups.

- . Explain that when you call out a part of their body, learners have to identify items in the class that is of the same length of the part mentioned.
- 3. Learners use one part of their body to try to

E.g. 1. Identifying which of two non-standard units would be a better choice for measuring the length, capacity or mass of an object. (E.g. Put a table (see example) of lengths to be measured and object to be used to measure (thumb width, paper clips, pencil

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. measure the length, height, or width of desk, pencils, exercise books, tables etc.

4. Learners work with partners to give each other measurement challenge to measure.

DEBRIEFING

- 1. How did you feel playing the game? Why?
- 2. What did you measure? How long/short was it?
- 3. Are the measurements the same? Why?
- 4. How can we measure the length, height and width of the classroom?

Share lesson indicator and treat key words with learner

lengths, etc.), estimates, and actual measures.

Have learners copy table in their exercise book, record their personal estimates and then work with a partner to measure and record the

Math	thumb widths or
textboo	bottle caps
k	
Math	pencil lengths or
textboo	match sticks
k	
Desk	hand widths
Desk	pencil lengths or
	match sticks

actual measurements. As learners work, go around the classroom to ensure they are using appropriate procedures

Differentiated lesson Low Ability Learners

 Learners measure objects and record the number of counts.

High Ability Learners

• Task learners to select the best among given measuring items to measure a given object. E.g. To measure the cupboard, would you use a pencil or paper clip?

Assessment: have learners to practice with more examples

Independent Activity/ Homework:

Learners form Explain why the number of non-What new things have you Wednesday convenient groups. standard units an object measures learned today? . Explain that when you varies depending upon the size of call out a part of their Learning progress voting: the non-standard unit used body, learners have to Ask learners to show by (example: why the measuring identify items in the their fingers of 5 or 3 or 1 as lengths using paperclips results in a to those 'who really got it', class that is of the same higher number than measuring 'got some of it' or didn't get length of the part lengths with pencils). mentioned. it' respectively. 3. Learners use one part Differentiated lesson of their body to try to Independent Activity/ Low Ability Learners measure the length, Homework: Learners measure objects and height, or width of desk, record the pencils, exercise books, number of counts. tables etc. 4. Learners work with **High Ability Learners** partners to give each Task learners to select the best other measurement among challenge to measure. given measuring items to measure a **DEBRIEFING** 1. How did you feel object. E.g. To measure the playing the game? Why? cupboard, 2. What did you would you use a pencil or paper measure? How long/short was it? 3. Are the Assessment: have learners to measurements the practice with more examples same? Why? 4. How can we measure the length, height and width of the classroom? Share lesson indicator and treat key words with learner Thursday Learners form What new things have you Selecting an appropriate nonconvenient groups. learned today? standard unit for measuring the . Explain that when you length, height, distance around, call out a part of their Learning progress voting: capacity or mass (weight) of a given body, learners have to Ask learners to show by object, estimating the length, identify items in the their fingers of 5 or 3 or 1 as capacity or mass (weight) in nonto those 'who really got it', class that is of the same standard units, and then comparing 'got some of it' or didn't get length of the part mentioned. the estimate with the actual it' respectively. 3. Learners use one part measure of their body to try to

WHATSAPP ONLY 0245350591 measure the length, Independent Activity/ Homework: height, or width of desk, Differentiated lesson pencils, exercise books, **Low Ability Learners** tables etc. Learners tell how many pencils or 4. Learners work with match partners to give each sticks will measure a given item. other measurement challenge to measure. **DEBRIEFING High Ability Learners** 1. How did you feel • Learners tell which item will be playing the game? the best Why? for measuring a particular object 2. What did you and state measure? How why. long/short was it? 3. Are the Assessment: have learners to measurements the practice with more examples same? Why? 4. How can we measure the length, height and width of the classroom? Share lesson indicator and treat key words with learner Friday Learners form Comparing and ordering objects by What new things have you convenient groups. length, height, distance around, learned today? . Explain that when you capacity or mass (weight), using call out a part of their non-standard units, and describing Learning progress voting: body, learners have to the relative size of the objects (Give Ask learners to show by identify items in the learners a series of 3 objects. their fingers of 5 or 3 or 1 as class that is of the same Have them measure the objects to those 'who really got it', length of the part using a non-standard unit and then 'got some of it' or didn't get mentioned. arrange them from shortest to it' respectively. longest, based on the results) 3. Learners use one part of their body to try to Independent Activity/ Differentiated lesson Homework: measure the length, height, or width of desk, Low Ability Learners pencils, exercise books, • Learners tell how many pencils or tables etc. match 4. Learners work with sticks will measure a given item. partners to give each other measurement **High Ability Learners** • Learners tell which item will be challenge to measure. **DEBRIEFING** the best

for measuring a particular object

and state

WHATSAPP ONLY 0245350591 1. How did you feel why. playing the game? Why? Assessment: have learners to 2. What did you practice with more examples measure? How long/short was it? 3. Are the measurements the same? Why? 4. How can we measure the length, height and width of the classroom? Share lesson indicator

and treat key words

with learner

Vetted hv ·	Signature:	Date ·	

SUBJECT: SCIENCE CLASS: TWO

Week Ending: 8th April, 2022			Class			Class	size:
Day:			Date :				
Monday, 60 m	ninutes		4th April, 2022			2	
Thursday, 60 n	ninutes				7th Ap	pril, 202	22
Period :					Lessor	ı:	
2					1 of 2		
2	2				2 of 2		
Strand: CYCLE	S			Sub-st	rand : E	ARTH S	SCIENCE
Indicator (code	e)		B2.2.1	.4.1		- / /	
Content stand	ard (code)		B2.2.1	.4.	C		
Performance I	ndicator		Learne	ers can	find ou	ut the	qualities of good drinking
			water	0			
				ion and	l Collabo	oration	Personal Development
and Leadership	o Critical Thinking a	nd Problem Solvin	g.				
Keywords			coa Pi	vor Tar	n water	Lako I	agoon water Natural
Reywords			sea, River, Tap water, Lake, Lagoon water, Natural, Artificial, Stream.				
T. L .R. (s)			Pictures				
Ref:		Science curriculu					
inci.		Science carriedie	iii Tug	C			
DAY	Phase 1:		Phase 2: Main				Phase 3:
	Starter		(new learning including			ng	Plenary / Reflections
	(preparing the br	ain	assessment)				, ,
	for learning)						
Monday	Play the HOT SEA	T game using	Learners mention the		he	What new things have	
	the key words.		sources of water we drink			drink	you learned today?
	Select a learner t	and use in their homes and					
	other learners with their back to the board where you write the		comm	communities.			Learning progress voting: Ask learners to show by
keywords for learners to describe what the word means or does and the learner in the HOT SEAT		 Supply learners with 			h	their fingers of 5 or 3 or 1	
		sample	samples of water from		m	as to those 'who really	
		different sources, i.e. river,			river,	got it', 'got some of it' or	
has to guess what the word is.					didn't get it' respectively.		
	Repeat for all the	key words	water.				Indonondont Astists./
			Cautio	n: learn	ers sho	uld	Independent Activity/ Homework:
	DEBRIEFING:		not ta	ste any	of the w	vater	HOHIEWOIK.
			samples.				

•How did you feel during the game? In groups learners •What new words did you learn? examine the water •How does it feel to win? samples for the following: •What will you do next time to solid particles (using hand win? lens), colour and odour (smell). Share lesson indicator and treat Each group presents their key words with learner findings. Differentiated learning Share lesson indicator and treat Ask stronger learners to key words with learner. answer some questions first and then let learners who are struggling answer similar questions. Pair up stronger and weaker learners so that stronger learners can help weaker ones. Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners mention the sources of water Thursday Play the HOT SEAT game using • Display to learners, What new things have the key words. you learned today? samples of good drinking Select a learner to sit facing the water and assist them to other learners with their back to Learning progress voting: infer that good drinking the board where you write the Ask learners to show by water has no colour, and keywords for learners to describe their fingers of 5 or 3 or 1 no odour and is free from what the word means or does as to those 'who really solid particles. got it', 'got some of it' or and the learner in the HOT SEAT has to guess what the word is. didn't get it' respectively. Learners explain what Repeat for all the key words will happen when they

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

drink water that has particles, odour and colour in it.

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners mention out the qualities of good drinking water

Independent Activity/ Homework:

Vetted by :	 Signature:	Date :

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Ending:	8th April, 2022				Class	size:	
Day:				Date :			
Tuesday, 60 m	inutes			5th April, 2022			
Thursday, 60 n	Thursday, 60 minutes			7th A	pril, 20	22	
Period :	Period:			Lesson	n :		
2			1 of 2				
2				2 of 2			
Strand: ALL A	ROUND US		Sub-st	rand : F	Plants a	ind Animals	
Indicator (cod	e)	B2.2.2	.1.1.		CX		
Content stand	ard (code)	B2.2.2	.1.				
Performance I	ndicator	Learne	ers can	ехр	lore th	ne important plants in the	
		comm	unity				
I =	ncies: Creativity and Innovation Co		cation a	nd Coll	aborati	ion Personal Development	
and Leadership	o Critical Thinking and Problem Sol	ving.	\bigcirc				
Keywords		rulos	homo k	nock d	loor au	oologico hurt	
		rules, home, knock, door, a pologise, hurt. Pictures and videos of activities that promote clean					
1. L .K. (S)	T. L .R. (s)		environment, Cleaning tools like cutlasses, hoes, brushes,				
		brooms, Spade, Shovel, Rake, Waste disposal bins,					
	(X)	Wheelbarrow, charts, computer, projector,					
Ref:	Our World Our				•	uter, projector,	
Kei.	our world our	Copic	carrice	iiuiii i	ugc		
DAY	Phase 1:	Phase	2: Main			Phase 3:	
	Starter		earning		ng	Plenary / Reflections	
	(preparing the brain	assess			J	, ,	
	for learning)						
Tuesday	Play the HOT SEAT game using	Learne	ers ident	ify and	talk	What new things have you	
	the key words.	about	crops lil	ке сосо	a,	learned today?	
	Select a learner to sit facing	yam, n	naize, sł	nea but	ter,		
	the other learners with their	etc, an	ıd talk a	bout w	hy	Learning progress voting:	
	back to the board where you write the keywords for	they a	re impo	rtant to	the	Ask learners to show by their fingers of 5 or 3 or 1 as	
	learners to describe what the	comm	unity. e	g. they	give	to those 'who really got it',	
	word means or does and the	us moi	ney and	food		'got some of it' or didn't get	
	learner in the HOT SEAT has to	Learne	ers see t	he real		it' respectively.	
	guess what the word is.	crops,	watch				
	Repeat for all the key words						

DEBRIEFING:

- •How did you feel during the game?
- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

pictures/videos of these important crops
Learners draw and colour the important crops in their community

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: Let learners explain the importance of crop plants in the community

Independent Activity/ Homework:

Thursday

Play the HOT SEAT game using the key words.

Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is.

Repeat for all the key words

DEBRIEFING:

Learners talk about caring for crop plants

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

 Pair up stronger and weaker learners so that stronger learners can help weaker ones. What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

•How did you feel during the • Use the remedial game? activities as practice for •What new words did you learners learn? who struggle, and the •How does it feel to win? extension activities for •What will you do next time to those learners who need win? more of a challenge Share lesson indicator and treat key words with learner Assessment: Let learners mention ways of caring for crop plants Share lesson indicator and treat key words with learner.

	Vetted by :	Signature:	Date :
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SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g: 8th April, 2	022			Class size:			
Day:				Date :				
Friday, 60 m	inutes			8th April, 2022				
Period :				Lesson:				
2				1 of	1			
Strand: MO	TOR SKILL AN	D MOVEMENT	Sub-strand	d : N	IANIPULATIVE SKILLS			
PATTERNS								
Indicator (co	ode)	B2.1.2.1.9						
Content star	ndard (code)	B2.1.2.1.						
Performance	e Indicator	Learners can dem when hand-dribbl		the d	ifferent effects of varyi	ng arm and hand speeds		
=		tivity and Innovation Communication and Collaboration Personal Development and ag and Problem Solving.						
		D-III.						
T. L .R. (s)	DE	Balls						
Ref:	PE curriculu	m Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning incl	uding asse	essm	ent)	Plenary / Reflections		
	(preparing the brain for learning)	AR"						
Friday	Learners	Learners go throu	gh the war	rm up	activities. Learners	What new things have		
	jog round a	bounce balls (drib	ble) from c	one p	oint to the other with	you learned today?		
	demarcate	varying speed. Help learners to understand that v				Loorning progress		
	d area in	the arms and hand	ds speed er	nable	es the players to	Learning progress voting: Ask		
	files while	control their move	ement. Obs	serve	e learners practice and	learners to show by		
	singing and	give them correcti	ive feedbac	ck fo	r improvement.	their fingers of 5 or 3 or		
	clapping to	Organise a mini ha			_	1 as to those 'who		
	warm-up	learners to apply t	the skill in a	a rea	l-life situation with fun	really got it', 'got some		
	the body	and enjoyment. Ei	nd lesson w	with s	slow jogging to aid fast	of it' or didn't get it'		
	for	recovery				respectively.		
	maximal							

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performan		Independent Activity/
ce and to		Homework:
prevent		
injuries		
Vetted by :	Signature:	Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending: 8th April, 2022				Class size:		
Day:			Date	Date :		
Friday, 60 minut	es		8th	April, 2022		
Period :			Less	son:		
2			1 of	f 1		
Strand: God, His Creation and Attributes			Sub-strar	nd: Purpose of God's Creatio	n	
Indicator (code)	Indicator (code)					
Content standar	rd (code)	B2.1.	.3.1.	. \		
Performance Inc	dicator	Learr creat		explain the purpose of	God's	
Core Competencies: Creativity and Innovation Communic and Leadership Critical Thinking and Problem Solving. Keywords			ation and Collaboration Personal Development			
T. L .R. (s)		Pictu	ires			
Ref:	RME curriculum P	age				
DAY	Phase 1: Starter (preparing the brain for learning)	(new	e 2: Main learning ding ssment)			
Friday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: How did you feel during the game? What new words did you learn? How does it feel to win?	Let le and c plant anim	earners dr colour use ts and rals. ssment: le ners draw ur useful	Learning progress voting Ask learners to show be their fingers of 5 or 3 or	ng: y or 1 as ot it', o't get	

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	Share lesson indicator and treat key words with learner Share lesson indicator and treat key words with learner.	
	<u> </u>	<u> </u>

Vetted by	<i>,</i> ·	Signature:	Date ·
velled by	y	Signature	Date

WANTE FILLE OF THE SCHOOL OF T

SUBJECT: HISTORY CLASS: TWO

Week Ending: 8th April, 2022			(Class size:		
Day:			Date :	Date :		
Tuesday, 60 minutes			5th A	pril, 2022		
Thursday, 60	minutes		7th A	pril, 2022		
Period :			Lesson	n:		
2			1 of 2			
2			2 of 2			
Strand : My C	ountry Ghana	Sul	o-strand	: The People Of Ghana		
Indicator (cod	de)	B2.2.1.1.	1			
Content stand	dard (code)	B2.2.1.1.	C			
Performance	Indicator	Learners	can stat	te the characteristics of the ethnic		
		groups ir	Ghana			
	encies: Creativity and Innovation Comm	unication a	and Colla	boration Personal Development		
and Leadersh	ip Critical Thinking and Problem Solving.	~ ()-				
Vornanda		had a constant and a constant began to be a				
Keywords		lunar, ancestors, mourning, prophet, harvest, Islam, stool house, alcohol				
T. L .R. (s)		Pictures or a documentary of the festivals				
1. L .R. (5)		and celebrations of different ethnic groups in Ghana				
Ref:	History curriculur					
Rei.	Thistory curricular	ii rage				
DAY	Phase 1:	Phase 2:	Main	Phase 3:		
	Starter	(new lea	_	Plenary / Reflections		
	(preparing the brain	including				
	for learning)	assessme				
Tuesday	Play the HOT SEAT game using the			What new things have you		
	key words.	/ picture	•			
	Select a learner to sit facing the other learners with their back to	of a festi				
	the board where you write the	of the et	•	Ask learners to show by their		
	keywords for learners to describe	documer		fingers of 5 or 3 or 1 as to		
	what the word means or does and	entails.	rear y	those 'who really got it', 'got		
	the learner in the HOT SEAT has to			some of it' or didn't get it'		
	guess what the word is. Repeat for	Different	iated	respectively.		
	all the key words	learning		Independent Activity/		
				Homework:		

DEBRIEFING: Ask stronger •How did you feel during the learners to answer game? some questions •What new words did you learn? first and then let •How does it feel to win? learners who are •What will you do next time to struggling win? answer similar questions. • Pair up stronger Share lesson indicator and treat key and weaker learners words with learner so that stronger learners can help weaker Share lesson indicator and treat key ones. words with learner. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners describe a festival of one of the ethnic group Thursday Play the HOT SEAT game using the Show documentary What new things have you key words. / pictures/ internet learned today? Select a learner to sit facing the of a festival of one other learners with their back to Learning progress voting: of the ethnic groups the board where you write the Ask learners to show by their Discuss what the keywords for learners to describe fingers of 5 or 3 or 1 as to documentary what the word means or does and those 'who really got it', 'got entails. the learner in the HOT SEAT has to some of it' or didn't get it' guess what the word is. Repeat for respectively. Differentiated all the key words learning Independent Activity/ Ask stronger Homework: learners to answer **DEBRIEFING:** some questions • How did you feel during the first and then let game? learners who are •What new words did you learn? struggling •How does it feel to win?

	 What will you do next time to 	answer similar					
	win?	questions.					
		 Pair up stronger 					
		and weaker learners					
	Share lesson indicator and treat key	so that					
	words with learner	stronger learners					
		can help weaker					
		ones.					
	Share lesson indicator and treat key	 Use the remedial 					
	words with learner .	activities as practice					
		for learners					
		who struggle, and					
		the extension					
		activities for					
		those learners who					
		need more of a					
		challenge					
		Assessment: let					
		learners describe a					
		festival of one of					
	(the ethnic group					

Vetted by :	.	Signature:	Date :

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending: 8	3th April, 2022				Class si	ze:
Day:				Date :		
Monday, 60 minutes			4th Apr	il, 2022		
Wednesday, 60	minutes			6th Apı	ril, 2022	
Period :				Lesson	:	
2				1 of 1		
2				1 of 1		
Strand : VISUAL	ARTS , PERFORMING AR	TS	Sub-stra	nd : App	reciating	g and Appraising
Indicator (code	2)	B2 1.4.6.	2 E	32 2.4.6.2	2	
Content standa	ard (code)	B2 1.4.6.	E	32 2.4.6.	9	
Performance In	ndicator	• Le	earners ca	n agree	on guide	elines for assessing and deriving
		m	eaning fr	om own a	and othe	ers' displayed visual artworks
		• Le	earners ca	n agree	on guide	elines for assessing and deriving
		m	eaning fr	om own	n and o	thers' performing artworks as
		re	presenta	tions of	artwork	s produced or found in other
		G	Ghanaian communities			
_ -	•			on and C	ollabora	tion Personal Development
and Leadership	Critical Thinking and Pro	blem Solvi	ng.			
Keywords						
Reywords	dr					
T. L .R. (s)	101	Pictures				
Ref:	Creative Ar	ts curricul	um			
DAY	Phase 1:	Phase 2:	Main			Phase 3:
	Starter	•	ning inclu	ıding		Plenary / Reflections
	(preparing the brain	assessme	ent)			
	for learning)					
Monday	Play the HOT SEAT	Learners				What new things have you
	game using the key	2 agree o	•			learned today?
words. deducing the mean Select a learner to sit			_	ach	Learning progress voting:	
facing the other					Ask learners to show by their	
	learners with their	2 discuss				fingers of 5 or 3 or 1 as to
	back to the board	guideline	=		eaning	those 'who really got it', 'got
	where you write the	of each d	isplayed a	irtwork.		some of it' or didn't get it'
	keywords for learners					respectively.

to describe what the word means or does Independent Activity/ Suggested Process/Steps and the learner in the Homework: 2 discuss and accept a guide for **HOT SEAT has to** appreciating and appraising own guess what the word and/or others' visual artworks is. Repeat for all the based on the guidelines key words suggested above; identify the correct vocabulary **DEBRIEFING:** to use for appreciating and •How did you feel appraising artworks during the game? 2 agree on what to use the •What new words did appraisal report for and how to you learn? share it: How does it feel to win? agree on the approach/method •What will you do (manual/digital) to use in next time to win? recording/documenting the appraisal process; If ix a day/date for the Share lesson indicator appreciation/appraisal/jury and treat key words with learner Assessment: let learners write guidelines for assessing and Share lesson indicator deriving meaning from own and and treat key words others' displayed visual artworks with learner. What new things have you Wednesday Play the HOT SEAT Learners are to: game using the key learned today? 2 agree on guidelines for words. deducing the meaning of each Select a learner to sit Learning progress voting: artwork displayed; facing the other Ask learners to show by their discuss how to use the learners with their fingers of 5 or 3 or 1 as to guidelines to express the meaning back to the board those 'who really got it', 'got of each displayed artwork where you write the some of it' or didn't get it' keywords for learners respectively. to describe what the Assessment: let learners write word means or does Independent Activity/ guidelines for assessing and and the learner in the Homework: deriving meaning from own and HOT SEAT has to others' performing artworks as guess what the word representations of artworks is. Repeat for all the produced or found in other key words Ghanaian communities

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	DEBRIEFING:	
	 How did you feel 	
	during the game?	
	 What new words did 	
	you learn?	
	 How does it feel to 	
	win?	
	What will you do	
	next time to win?	
	Share lesson indicator	
	and treat key words	
	with learner	
	Share lesson indicator	
	and treat key words	/
	with learner.	
	with leather.	

Vetted by :		Signature:	 Date :	
,				
	WALL STATES			

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending:				Class	size:	
Day:			Date			
Period :			Lesso	n :		
2			1 of 1			
2			1 of 1	CX		
2			1 of 1			
Strand : Extensi	ive Reading	Sub-s	trand :	Read A	Aloud With Children	
Indicator (code)	B2.6.1.1.1				
Content standa	rd (code)	B2.6.1.1.	<u> </u>			
Performance In	dicator	Learners should read short passages of simple sentences of about four to five words				
-	icies: Creativity and Innovation Comr cal Thinking and Problem Solving.					
T. L .R. (s)		Manila cards	s, mark	ers, red	corded audios visual	
Ref:	Ghanaian Langua	ge curriculu	m			
DAY	Phase 1:	Phase 2: Ma	in		Phase 3:	
	Starter (preparing the brain for learning)	(new learnin assessment)	_	ding	Plenary / Reflections	
	Cover Up	• Let learner traditional o	•		What new things have you learned today?	
	 Learners in convenient groups. Write a word on the board. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 	song they kn • Provide leading book should have passage accomumber of water prescribed).	now. arners v ks (the a short ording t	with book t	Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.	

- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

- Lead learners to read the passage in the book.
- Let learners read the passage in turns.
- Assist learners to read short passages of simple sentences of about four to five words in other parts of the book.

Assessment: let learners read short passages of simple sentences of about four to five words

Independent Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 1. Write onsets and rime of words (e.g. ink words) on cards.
- 2. Mix the cards up and place them on a table or in a bowl in front of the class.
- 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.

That particular onset is put aside. Example S ink Sink The team that is able to read and

write more words becomes the winner.

DEBRIEFING:

- Let learners sing a traditional occupational song they know.
- Provide learners with reading books (the book should have a short passage according to the number of words prescribed).
- Lead learners to read the passage in the book.
- Let learners read the passage in turns.
- Assist learners to read short passages of simple sentences of about four to five words in other parts of the book.

What new things have you learned today?

Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

What did you like about the Assessment: let learners game? read short passages of What did you dislike about the simple sentences of about game? four to five words What must your team do to win next time? Share lesson indicator and treat key words with learner. What new things have you **Cover Up** Let learners sing a learned today? traditional occupational Learners in convenient groups. song they know. Learning progress voting: Provide learners with 1. Write a word on the board. Ask learners to show by their reading books (the book 2. Cover all the letters except the fingers of 5 or 3 or 1 as to should have a short those 'who really got it', 'got first one, beginning from the left passage according to the to the right, and ask pupils to some of it' or didn't get it' make the sound of the letter number of words respectively. which is not covered. prescribed). 3. Do this until the sounds of all Independent Activity/ Lead learners to read the individual letters have been Homework: the passage in the book. made by pupils. • Let learners read the 4. Run your finger under the word for pupils to blend the sounds to passage in turns. Assist learners to read 5. The pupil who blend the sounds short passages of simple to read wins the game. sentences of about four to five words in other parts of the book. **DEBRIEFING:** What did you like about the Assessment: let learners game? What did you dislike about the read short passages of simple sentences of What must your team do to win about four to five words next time? Share lesson indicator and treat key words with learner.

/etted by :	Signature:	Date :
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SEMESTER ONE BASIC TWO WEEK 13

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WEEK THIRTEEN: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending: 14th April, 2022					Class size:			
Day:					Date	Date :		
Monday, 60 minut	tes				11th	April,	2022	
Period :					Lesso	n:		
2					1 of 1	L		
Strand :				Sub-s	strand	:		
A. Oral Langua	age			G	. List	ening	Comprehension	
Indicator (code)			B2.1.	7.1.2			.)	
Content standard	(code)		B2.1.	7.1.				
Performance Indic	ator		G	i. Lea	rners	can	recognise and relate the sequence of	
				eve	nts (be	eginn	ing, middle and end) in drama	
Core Competencie	s: Creativity an	d Innovation	Comm	unica	tion ar	nd Co	llaboration Personal Development	
and Leadership Cri	tical Thinking a	nd Problem S	olving		7)	<u> </u>		
Keywords								
T. L .R. (s)			Word	Word cards, sentence cards, letter cards, handwriting on a				
			manila card and a class library.					
Ref:		English Lang	uage curriculum Page					
		12.						
DAY	Phase 1:	171	Phas	e 2: M	ain		Phase 3:	
	Starter		•	learn	ing		Plenary / Reflections	
	(preparing th	ie brain	inclu	_				
	for learning)		asses	smen	t)			
Monday	Cover Up		A. OF	RAL LA			What new things have you learned	
			• Rea	ad a na	arrativ	е	today?	
	Learners in c groups.	onvenient		ext aloud to		Learning progress voting:		
	groups.		learn	ers, fo	llowir	ng	Ask learners to show by their fingers	
	1. Write a w	ord on the	-	roced	ure in		of 5 or 3 or 1 as to those 'who really	
board.			6.1.2.			got it', 'got some of it' or didn't get		
			learn			it' respectively.		
				ps to i		-	Indonesia desta Activity (11) and	
	beginning fro			alk ab			Independent Activity/ Homework:	
	pupils to mal			of the				
	Papila to mai	to the Journa		nning,		le		
			and e	ending).			

VVIII (13/11 1 OIVE1 02 13	,550551		
	of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game.	Assessment: let learners identify sequence of events (beginning, middle and end) in drama	
	DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?	CURH	
	Share lesson indicator and treat key words with learner .		

Vetted by :	Signature:	Date :
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WEEK THIRTEEN : LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Endi	ng: 14th April, 2022				Class si	ze:	
Day:				Date :	Date :		
Monday, 60 minutes			11th April, 2022				
Period :				Lesson :			
2				1 of 1			
Strand : GE	OMETRY AND MEASUREM	ENT	Sub-stra	nd : Positi	ion/Tran	sformation	
Indicator (c	code)	B2.3.2.1.1	 L: B2.3	.3.1.1			
<u> </u>	andard (code)	B2.3.2.1.	B2.3	.3.1.	7		
	ce Indicator				placem	ent or direction of a shape or	
			es not cha				
		_			_	rstanding of how to measure	
						rectly or indirectly - using	
		nonstand		ア			
Core Comp	etencies: Creativity and Ini	novation Cor	nmunicati	on and Co	ollaborat	ion Personal Development	
and Leader	ship Critical Thinking and P	roblem Solvi	ng.				
Keywords		Triangle	sauare re	ctangle c	ircle dif	ferent, position	
Reywords			n, foot len			•	
T. L .R. (s)			-	-		s of 2D shapes in different	
(0)			orientations				
			match sticks, pencils, paper clips, straws, colour pencil				
Ref:	Mather		atics curriculum Page				
DAY	Phase 1:	Phase 2: I	Main			Phase 3:	
Starter (new learning in		_			Plenary / Reflections		
(preparing the brain asses			assessment)				
for learning)							
Monday Learners form Put sticks of equa			1		What new things have you		
	convenient groups. . Explain that when you		different places and directions and			learned today?	
call out a part of their body, learners have to			ers to iden	•	•	Learning progress voting:	
			stick in th	ne figure i	S	Ask learners to show by their	
	identify items in the	longest?				fingers of 5 or 3 or 1 as to	
	class that is of the same					those 'who really got it', 'got	

length of the part mentioned.

- 3. Learners use one part of their body to try to measure the length, height, or width of desk, pencils, exercise books, tables etc.
- 4. Learners work with partners to give each other measurement challenge to measure.

DEBRIEFING

- 1. How did you feel playing the game? Why?
- 2. What did you measure? How long/short was it?
- 3. Are the measurements the same? Why?
- 4. How can we measure the length, height and width of the classroom?

Share lesson indicator and treat key words with learner



Then ask them to pick the sticks and put them side by side to see if they have equal length.

Differentiated lesson
Low Ability Learners
Learners to identify the position of objects in relation to other objects.

High Ability Learners

Task learners to place objects in different positions and describe them.

Assessment: have learners to practice with more examples

some of it' or didn't get it' respectively.

Independent Activity/ Homework:

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WEEK THIRTEEN: LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Ending: 14th April, 2022				Class size:				
Day:					Date:			
Monday, 60 minutes				11th /	April, 2	022		
Period :					Lesso	n :		
2					1 of 1			
Strand : CYCLE	ΞS			Sub-s	trand :	EARTH	I SCIENCE	
Indicator (cod	le)		B2.2.1	L.4.1		. \		
Content stand	lard (code)		B2.2.1	L.4.	(-//		
Performance	Indicator		Learn	ers car	n find (out the	e qualities of good drinking	
			water		\ -			
<u> </u>	-			on and	Collab	oration	n Personal Development	
and Leadershi	p Critical Thinking and	d Problem Solving.		7/				
Keywords					•	er, Lak	e, Lagoon water, Natural,	
			Artificial, Stream.					
T. L .R. (s)			Pictures					
Ref:		Science curriculu	m Page					
DAY	Phase 1:	D	Phase 2: Main Phase 3:				Phase 3:	
	Starter	71,	(new learning including			ding	Plenary / Reflections	
	(preparing the bra	in	assessment)					
	for learning)							
Monday	Play the HOT SEAT	game using the						
	key words.	ati fa ata a ila	sources of water we			e	learned today?	
	Select a learner to other learners wit	_	drink and use in their				Learning progress voting:	
	the board where		home	s and	Learning progress voting: Ask learners to show by			
	keywords for lear		comm	nunitie	S.		their fingers of 5 or 3 or 1	
what the word means or does and the learner in the HOT SEAT has to			• Sup	ply lea	rners w	ith/	as to those 'who really got	
			samples of water fro			om	it', 'got some of it' or	
guess what the word is. Repeat for all the key words		different sources,		urces, i.	e.	didn't get it' respectively.		
			•	well an	d	Indonondont Activity		
				d wate			Independent Activity/ Homework:	
	DEBRIEFING:				rners sl		HOMEWORK.	
	•How did you feel	during the	not taste any of the					
	game?		water	sampl	les.			

- •What new words did you learn?
- •How does it feel to win?
- •What will you do next time to win?

Share lesson indicator and treat key words with learner

Share lesson indicator and treat key words with learner .

• In groups learners examine the water samples for the following: solid particles (using hand lens), colour and odour (smell). Each group presents their findings.

Differentiated learning
Ask stronger learners to
answer some questions
first and then let
learners who are
struggling
answer similar
questions.

- Pair up stronger and weaker learners so that stronger learners can help weaker ones.
- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge

Assessment: let learners mention the sources of water

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WEEK THIRTEEN: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending	g: 14th April, 2022				Class	s size:		
Day:	Day:				Date:			
Monday, 60 minutes				11th April, 2022				
Period :					Lesson:			
2					1 of 1			
Strand : VISU	IAL ARTS , PERFOR	MING ARTS		Sub-stra	nd : Appreciat	ing and Appraising		
Indicator (co	de)		B2 1.4.6.	2				
Content stan	dard (code)		B2 1.4.6.		\mathcal{C}^{X}			
Performance	Indicator		d		neaning from	guidelines for assessing and own and others' displayed		
and Leadersh	t encies: Creativity hip Critical Thinking			nication a	nd Collaboratio	on Personal Development		
Keywords								
T. L .R. (s)			Pictures					
Ref:		Creative Arts	curriculum					
DAY	Phase 1:		Phase 2: Main			Phase 3:		
	Starter (preparing the brain for learning)					Plenary / Reflections		
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words		deducing artwork of discuss guideline meaning artwork. Suggeste discuss	on guideling the mean displayed; how to uses to express of each d	ning of each se the ess the isplayed	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:		

and/or others' visual artworks based on the guidelines **DEBRIEFING:** suggested above; How did you feel during identify the correct vocabulary the game? to use for appreciating and •What new words did you appraising artworks learn? •How does it feel to win? 2 agree on what to use the What will you do next appraisal report for and how to time to win? share it; agree on the approach/method (manual/digital) to use in Share lesson indicator and recording/documenting the treat key words with appraisal process; learner ② fix a day/date for the appreciation/appraisal/jury Share lesson indicator and treat key words with Assessment: let learners write learner. guidelines for assessing and deriving meaning from own and

Vetted by :	Signature:	Date:

others' displayed visual artworks

WEEK THIRTEEN: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending:						Class	size:	
Day:					Date :			
Period:					Lessor	n :		
Strand : Extens	 ive Reading			Sub-st		Read Al	loud With Children	
Indicator (code	<u>_</u>		B2.6.1				<u> </u>	
Content standa	-		B2.6.1			7		
Performance Indicator			Learn about Commu	Learners should read short passages of simple sentences of about four to five words Communication and Collaboration Personal Development and				
Keywords								
T. L .R. (s)			Manila	a cards,	marke	rs, reco	rded audios visual	
Ref:		Ghanaian Lang	guage (curricul	um			
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)		ing	Phase 3: Plenary / Reflections		
Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.		traditi song t Prov readin should passag numb prescr Lead	onal ochey knowide lear of books dhave a ge accor er of woribed). dlearne	l occupational know. learners with books (the book ve a short ccording to the f words learned too Learning p Ask learne fingers of 5 'who really it' or didn's Independ		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:		

- 3. Do this until the sounds of all the individual letters have been made by pupils.
- 4. Run your finger under the word for pupils to blend the sounds to read
- 5. The pupil who blend the sounds to read wins the game.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- Let learners read the passage in turns.
- Assist learners to read short passages of simple sentences of about four to five words in other parts of the book.

Assessment: let learners read short passages of simple sentences of about four to five words

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velled by		Jigi i a tu i E	Date