

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

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

GENERAL INFORMATION

Name of school.....

District

Management Unit.....

Name of Class Teacher

Class Teachers Reg. No.....

Class

Boys

Girls.....

Average age of pupils.....

NANA FILFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

YEARLY SCHEME OF LEARNING

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

	Building The Love and Culture of Reading	Building The Love and Culture of 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 Reading	Building The Love and Culture of 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 Reading	Building The Love and Culture of 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 Reading	Building The Love and Culture of 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 Reading	Building The Love and Culture of Reading
9	Conversation	Conversation
	Comprehension	Vocabulary

	Controlled Writing	Writing Letters – Small and Capital
	Using Action Words	Using Simple Preposition
	Building The Love and Culture of Reading	Building The Love and Culture of 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 Reading	Building The Love and Culture of 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 Reading	Building The Love and Culture of 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 Reading	Building The Love and Culture of Reading
13		
14		Giving and Responding to Commands, Instructions, Directions and Making Requests
	Phonics	Comprehension

	Writing Letters – Small and Capital	Controlled Writing
	Using Capitalisation	Using Simple and Compound Sentences
	Building The Love and Culture of Reading	Building The Love and Culture of Reading
15	Story Telling	Giving and Responding to Commands, Instructions, Directions and Making Requests
	Phonics	Comprehension
	Writing Letters – Small and Capital	Controlled Writing
	Using Capitalisation	Using Simple and Compound Sentences
	Building The Love and Culture of Reading	Building The Love and Culture of Reading
16	Conversation	Presentation
	Word Families-Rhyming Endings and Common Digraphs	Fluency
	Writing Simple Words and Sentences	Controlled Writing
	Using Capitalisation	Spelling
	Building The Love and Culture of Reading	Building The Love and Culture of Reading
17	Conversation	Presentation
	Word Families-Rhyming Endings and Common Digraphs	Fluency
	Writing Simple Words and Sentences	Descriptive Writing
	Using Capitalisation	Spelling
		Building The Love and Culture of Reading
18	Listening Comprehension	Presentation
	Vocabulary	Fluency
	Controlled Writing	Descriptive Writing
	Using Simple Preposition	Spelling
	Building The Love and Culture of Reading	Building The Love and Culture of Reading

WHATSAPP ONLY 0245350591

19	listening Comprehension	Presentation
	Vocabulary	Fluency
	Controlled Writing	Descriptive Writing
	Using Simple Preposition	Spelling
	Building The Love and Culture of Reading	Building The Love and Culture of Reading
20		
21		

Vetted by :.....

Signature:

Date :

YEARLY SCHEME OF LEARNING

MATHS

WEEK	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		
21		

Vetted by :

Signature: Date :

YEARLY SCHEME OF LEARNING

SCIENCE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	LIVING AND NON-LIVING THINGS	SOURCES AND FORMS OF ENERGY
2	LIVING AND NON-LIVING THINGS	SOURCES AND FORMS OF ENERGY
3	LIVING AND NON-LIVING THINGS	ELECTRICITY AND ELECTRONICS
4	LIVING AND NON-LIVING THINGS	ELECTRICITY AND ELECTRONICS
5	MATERIALS	ELECTRICITY AND ELECTRONICS
6	MATERIALS	ELECTRICITY AND ELECTRONICS
7	MATERIALS	FORCES AND MOVEMENT
8	MATERIALS	PERSONAL HYGIENE AND SANITATION
9	EARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
10	EARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
11	EARTH SCIENCE	DISEASES
12	EARTH SCIENCE	DISEASES
13		
14	EARTH SCIENCE	SCIENCE AND INDUSTRY
15	EARTH SCIENCE	SCIENCE AND INDUSTRY
16	THE HUMAN BODY SYSTEMS	SCIENCE AND INDUSTRY
17	THE HUMAN BODY SYSTEMS	CLIMATE CHANGE
18	SOLAR SYSTEM	CLIMATE CHANGE
19	SOURCES AND FORMS OF ENERGY	CLIMATE CHANGE
20		
21		

Vetted by : Signature: Date :

YEARLY SCHEME OF LEARNING

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		
21		

Vetted by : Signature: Date :

YEARLY SCHEME OF LEARNING

RME

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 Practices	Personal Safety in the Community
15	Religious Worship, Prayer and other Religious Practices	Personal Safety in the Community
16	Religious Worship, Prayer and other Religious Practices	Personal Safety in the Community
17	Festivals in the Three Major Religions	Personal Safety in the Community
18	Festivals in the Three Major Religions	Personal Safety in the Community

WHATSAPP ONLY 0245350591

19	Festivals in the Three Major Religions	Personal Safety in the Community
20		
21		

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

YEARLY SCHEME OF LEARNING

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		
21		

Vetted by :

Signature: Date :

YEARLY SCHEME OF LEARNING

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 (Visual and Performing Arts)	Planning, Making and Composing (Visual Arts)
10	Displaying and Sharing / Appreciating and Appraising (Visual and Performing Arts)	Planning, Making and Composing (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 (Visual Arts)	Displaying and Sharing
15	Thinking and exploring (Performing Arts)	Displaying and Sharing
16	Planning, Making and Composing	Appreciating and Appraising

WHATSAPP ONLY 0245350591

	(Visual Arts)	(Visual Arts)
17	Planning, Making and Composing (Performing Arts)	Appreciating and Appraising (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)
20		
21		

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

YEARLY SCHEME OF LEARNING

GHANAIAI LANGUAGE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Songs	Penmanship/ Handwriting
2	Rhymes Listening and Story Telling	Writing Simple Words/ Names of People and Places (Proper Nouns) Labelling Items in the Environment/ Classroom
3	Listening and Story Telling Dramatisation and Role Play	Writing Simple Words/ Names of People and Places (Proper Nouns) Labelling Items in the Environment/ Classroom
4	Phonological and Phonemic Awareness Phonics (Blend and Connect Sounds)	Integrating Grammar in Written Language (Use of Action Words)
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 Language (Capitalization)	Comprehension
11	Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of Action Words)	Comprehension

WHATSAPP ONLY 0245350591

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 Answering Questions	Copying/ Writing Simple Sentences with Correct 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		
21		

Vetted by : Signature: Date :

YEARLY SCHEME OF LEARNING

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
20		
21		

Vetted by : Signature: Date :

FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B2 SEMESTER 1 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Phonics	B2.2.2.1.	B2.2.2.1.1	Word cards sentence cards, class library
	Writing	Penmanship/ Handwriting	B2.4.2.1.	B2.4.2.1.1	
	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	
2	Oral Language	Songs	B2.1.1.1.	B2.1.1.1.1	Word cards sentence cards, class library
	Reading	Phonics	B2.2.2.1.	B2.2.2.1.1	
	Writing	Penmanship/ Handwriting	B2.4.2.1.	B2.4.2.1.1	
	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	
3	Oral Language	Rhymes	B2.1.2.1.	B2.1.2.1.1	Word cards sentence cards, class library
	Reading	Word Families-Rhyming Endings and Common Digraph	B2.2.3.1.	B2.2.3.1.1	
	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 sentence cards, class library
	Reading	Word Families-Rhyming Endings and Common Digraph	B2.2.3.1.	B2.2.3.1.1	
	Writing	Writing Letters – Small and Capital	B2.4.3.1.	B2.4.3.1.1	
	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	
5	Oral Language	Dramatisation and Role Play	B2.1.5.1.	B2.1.5.1.1	Word cards sentence cards, class library
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.1	
	Writing	Labelling Items	B2.4.4.1.	B2.4.4.1.1	
	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	Oral Language	Dramatisation and Role Play	B2.1.5.1.	B2.1.5.1.1	Word cards sentence cards, class library
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.2	
	Writing	Labelling Items	B2.4.4.1.	B2.4.4.1.1	
	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	
7	Oral Language	Conversation	B2.1.6.1.	B2.1.6.1.1	Word cards sentence cards, class library
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.2	
	Writing	Writing Simple Words and Sentences	B2.4.5.1.	B2.4.5.1.1	
	Using Writing Conventions	Using Action Words	B2.5.4.1.	B2.5.4.1.1	
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
8	Oral Language	Conversation	B2.1.6.1.	B2.1.6.1.2	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.1	
	Writing	Writing Simple Words and Sentences	B2.4.5.1.	B2.4.5.1.1	
	Using Writing Conventions	Using Action Words	B2.5.4.1.	B2.5.4.1.1	
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
9	Oral Language	Conversation	B2.1.6.1.	B2.1.6.1.2	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.2	
	Writing	Controlled Writing	B2.4.7.1.	B2.4.7.1.1	
	Using Writing Conventions	Using Action Words	B2.5.4.1.	B2.5.4.1.1	
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
10	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.2	
	Writing	Controlled Writing	B2.4.7.1.	B2.4.7.1.1	
	Using Writing Conventions	Using Adjectives	B2.5.5.1.	B2.5.5.1.1	
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
11	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.2	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.3	
	Writing	Controlled Writing	B2.4.7.1.	B2.4.7.1.1	
	Using Writing Conventions	Using Adjectives	B2.5.5.1.	B2.5.5.1.1	
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
12	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.2	Word cards
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.3	

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

18	Oral Language	listening Comprehension	B2.1.7.1..	B2.1.7.1.3.	Word cards sentence cards, class library
	Reading	Vocabulary	B2.2.6.1..	B2.2.6.1.2.	
	Writing	Controlled Writing	B2.4.7.1..	B2.4.7.1.2.	
	Using Writing Conventions	Using Simple Preposition	B2.5.7.1.	B2.5.7.1.2	
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
19	Oral Language	listening Comprehension	B2.1.7.1..	B2.1.7.1.3.	Word cards sentence cards, class library
	Reading	Vocabulary	B2.2.6.1..	B2.2.6.1.2.	
	Writing	Controlled Writing	B2.4.7.1..	B2.4.7.1.2.	
	Using Writing Conventions	Using Simple Preposition	B2.5.7.1.	B2.5.7.1.2	
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
20					
21					

Vetted by : Signature: Date :

FIRST SEMESTER SCHEME OF LEARNING

(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 Ghana	The People Of Ghana	B2.2.1.1.	B2.2.1.1.1	Posters, 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

WHATSAPP ONLY 0245350591

19	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	Posters, documentary
20					
21					

Vetted by : Signature: Date :

FIRST SEMESTER SCHEME OF LEARNING

(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	
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	
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	Plants and animals in the environment, plastics, stones, pictures videos paper,
11	CYCLES	EARTH SCIENCE	B2.2.1.4.	B2.2.1.4.1	
12	CYCLES	EARTH SCIENCE	B2.2.1.4.	B2.2.1.4.1	
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 BODY SYSTEMS	B2.3.1.1.	B2.3.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
17	CYCLES	THE HUMAN BODY SYSTEMS	B2.3.1.1.	B2.3.1.1.1	Plants and animals in the 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 ENERGY	SOURCES AND FORMS OF ENERGY	B2.4.1.1.	B2.4.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
20					
21					

Vetted by : Signature: Date :

FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B2 SEMESTER 1 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
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

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
20					
21					

Vetted by : Signature: Date :

FIRST SEMESTER SCHEME OF LEARNING

(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	
20					
21					

Vetted by : Signature: Date :

FIRST SEMESTER SCHEME OF LEARNING

(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.	B2.1.1.1.1:	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
13					
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

WHATSAPP ONLY 0245350591

18	Motor Skills and Movement Pattern	Rhythmic skills	B2.2.1.3	B2.1.3.1.3	Videos and Picture, Drums
19	Movement Concepts, Principles and Strategies	Space Awareness,	B2.2.1.2.	B2.2.1.2.1:	Videos and Picture, Drums
20					
21					

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

NANA FIIFI ACQUAH SCH

FIRST SEMESTER SCHEME OF LEARNING

(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.	B2.2.2.2.1	-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-
13					
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-
20					
21					

Vetted by : Signature: Date :

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					
14	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B2.2.1.1.	B2.2.1.1.1	

WHATSAPP ONLY 0245350591

15	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B2 2.1.1.	B2 2.1.1.1	
16	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B2 2.1.1.	B2 2.1.1.2	
17	Religious practices and their moral implications	Festivals in the Three Major Religions	B2 2.1.1.	B2 2.1.1.2	
18	Religious practices and their moral implications	Festivals in the Three Major Religions	B2.2.2.1.	B2.2.2.1.1	
19	Religious practices and their moral implications	Festivals in the Three Major Religions	B2.2.2.1.	B2.2.2.1.1	
20					
21					

Vetted by : Signature: Date :

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, Manila cards, recorded audio visuals
2.	Oral Language	Rhymes	B2.1.2.1. B2.1.2.1.	B2.1.2.1.1 B2.1.2.1.2	
		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,

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

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

Vetted by : Signature: Date :

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC TWO

WEEK 1

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WEEK ONE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending: 21st January, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 17th January, 2022 18th January, 2022 19th January, 2022 20th January, 2022 21st January, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Reading B. Writing C. Using Writing Conventions D. Extensive Reading		Sub-strand : A. Phonics B. Penmanship/ Handwriting C. Using Capitalisation D. Building The Love and Culture of Reading	
Indicator (code)	B2.2.2.1.1	B2.4.2.1.1	B2.5.1.1.1. B2.6.1.1.1
Content standard (code)	B2.2.2.1.	B2.4.2.1.	B2.5.1.1. B2.6.1.1
Performance Indicator	A. Learners can blend syllables to produce words B. Learners can copy sentences clearly C. Learners can use capital letter to write names of particular places and days of the week D. Learners can read a variety of age and level-appropriate books and texts from print 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)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <ul style="list-style-type: none"> • 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 <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners blend syllables to produce words</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

Wednesday	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>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.</p> <p>When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> • 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. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners copy sentences clearly</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>Look-Say-Cover-Write-Check</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p>	<p>What new things have you learned today?</p>

	<p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners use capital letter to write names of particular places and days of the week</p>	<p>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.</p> <p>Independent Activity/ Homework:</p>
Friday	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from 	<p>E.EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	
--	--	---	--

Vetted by : Signature: Date :

WEEK ONE : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending: 21st January, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 17th January, 2022 18th January, 2022 19th January, 2022 20th January, 2022 21st January, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)		B2.1.1.1.1	
Content standard (code)		B2.1.1.1.	
Performance Indicator		Learners can use number names, counting sequences and how to count to find out “how many?”	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other	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	What new things have you learned today? Learning progress voting: Ask learners to show by

	<p>learners and have them mention the number they see first.</p> <p>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.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>and correct errors or omissions in counting or skip counting sequences</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give out 30 bottle caps to learners. <p>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.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • 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. <p>Assessment: have learners to practice with more examples</p>	<p>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.</p> <p>Independent Activity/ Homework:</p>
Wednesday	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the</p>	<p>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</p> <p>Differentiated Lessons</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 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? <p>Share lesson indicator and treat key words with learner</p>	<p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give out 30 bottle caps to learners. <p>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.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • 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. <p>Assessment: have learners to practice with more examples</p>	
Thursday	<ol style="list-style-type: none"> 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. <p>DEBRIEFING</p>	<p>Count by 2s, 5s or 10s, to answer "how many?" questions about as many as 100 or 1000 objects</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give out 30 bottle caps to learners. <p>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</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>the actual number.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • 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. <p>Assessment: have learners to practice with more examples</p>	
Friday	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>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.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p>	<p>Count by 2s, 5s or 10s, to answer “how many?” questions about as many as 100 or 1000 objects</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give out 30 bottle caps to learners. <p>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.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • 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 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

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

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK ONE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: TWO

Week Ending: 21st January, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 17th January, 2022 20th January, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER			Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)		B2.1.1.1.1		
Content standard (code)		B2.1.1.1.		
Performance Indicator		Learners can know the basic structure of plants (roots, stem, leaves, flowers)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		stem, Leaves, flowers, Plants		
T. L .R. (s)		uprooted young shrubs and grasses. Videos or pictures of different plants.		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
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:	Observe pictures or watch a video on different plants. • Working in groups, learners uproot young plants from school surroundings with the assistance of the teacher and bring them to class. • Learners examine the plants in groups to identify the basic parts	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:	

	<ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>(roots, stem, leaves and flowers).</p> <ul style="list-style-type: none"> • Learners describe the basic physical features of plants (roots, stem and leaves and flowers) • Teacher asks learners some questions: <ol style="list-style-type: none"> 1) Which part of the plant is hidden in the soil? 2) Which part of the plant was seen above the soil? <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners identify the basic parts of plants</p>	
--	--	---	--

Vetted by :.....

Signature:

Date :

WEEK ONE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending: 21st January, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 18th January, 2022 20th January, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US			Sub-strand : Nature of God	
Indicator (code)		B2.1.1.1.1.		
Content standard (code)		B2.1.1.1.		
Performance Indicator		Learners can mention the attributes of God that reveal His nature as Sustainer of life		
Core Competencies: Creativity and Innovation Communication and Collaboration 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 People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	In groups, learners mention the attributes of God as sustainer of life: i. Giver of rain and sunshine ii. The One who makes plants grow iii. The Giver of air Learners mention these attributes 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. Independent Activity/ Homework:	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>God in their local languages</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: Let learners mention the attributes of God</p>	
Thursday	<p>Play the HOT SEAT game using the key words.</p> <p>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</p>	<p>Learners talk about the attributes of God relevant to their daily lives, e.g. God gives life, rain and air.</p> <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>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.</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: Let learners mention the attributes of God</p>	<p>Independent Activity/ Homework:</p>
--	---	--	--

Vetted by : Signature: Date :

WEEK ONE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending: 21st January, 2022		Class size:	
Day : Friday, 60 minutes		Date : 21st January, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR SKILLS	
Indicator (code)		B2.1.1.1.1:	
Content standard (code)		B2.1.1.1.	
Performance Indicator		Learners can travel (move) in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, jumping, and skipping.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners go through general and specific warm ups. Lead them to identify the pathways such as straight, curved, and zigzag. Mark these pathways and guide them to move through walking, and running, etc. Allow the advance learners to help others as well as progress into the next skill of interest. End the lesson with cool down.	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

			Independent Activity/ Homework:
--	--	--	------------------------------------

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK ONE : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending: 21st January, 2022			Class size:	
Day : Friday, 60 minutes			Date : 21st January, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : God the Creator	
Indicator (code)		B2.1.1.1.1		
Content standard (code)		B2.1.1.1.		
Performance Indicator		Learners can mention attributes of God that reveal His nature as Sustainer of life.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		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?	• In groups, lead learners to discuss the attributes of God as the Sustainer of life: - Giver of rain and sunshine, - the One who makes plants grow, - the Giver of air, etc. • Let learners mention other attributes of God in their local languages 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:

	<ul style="list-style-type: none"> •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners mention attributes of God that reveal His nature as Sustainer of life.</p>	
--	--	--	--

Vetted by : Signature: Date :

WEEK ONE : LESSON PLAN

SUBJECT: HISTORY

CLASS: TWO

Week Ending: 21st January, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 18th January, 2022 20th January, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)	B2.2.1.1.1		
Content standard (code)	B2.2.1.1.		
Performance Indicator	Learners can identify the ethnic groups in each region in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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 Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Identify the administrative regions of Ghana. 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:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners mention the administrative regions of Ghana</p>	
Thursday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? 	<p>Identify the administrative regions of Ghana.</p> <p>Assessment: let learners mention the administrative regions of Ghana</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	<ul style="list-style-type: none">•What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>		
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK ONE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending: 21st January, 2022			Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes			Date : 17th January, 2022 19th January, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : VISUAL ARTS			Sub-strand : Thinking and Exploring Ideas	
Indicator (code)		B2 1.1.1.1		
Content standard (code)		B2 1.1.1.		
Performance Indicator		Learners can explore own experiences to talk about visual artworks that reflect the history and culture of people in other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
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	Learners are to: ☐ watch documentaries on the history and culture of people from other parts of Ghana; ☐ identify the history and culture of people from other parts of Ghana to identify their cultural activities such as their food, taboos,	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.	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>religion, festivals, buildings, symbols of authority;</p> <p>☐ 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;</p> <p>☐ visit historical sites, museums, galleries, etc;</p> <p>☐ 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;</p> <p>☐ draw concepts and ideas from the culture of the different groups of people for designing symbolic and functional visual artworks.</p> <p>Assessment: let learners describe visual artworks that reflect the history and culture of people in other Ghanaian communities</p>	<p>Independent Activity/ Homework:</p>
--	---	---	--

Vetted by :

Signature: Date :

WEEK ONE : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Oral Language		Sub-strand : Songs	
Indicator (code)	B2.1.1.1.1.	B2.1.1.1.2	B2.1.1.1.3.
Content standard (code)	B2.1.1.1.	B2.1.1.1.	B2.1.1.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should sing work and play songs and discuss their importance Learners should relate types of play songs to everyday activities in their environment Learners should relate types of work songs to everyday activities in their environment 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups.	<ul style="list-style-type: none"> Revise traditional occupations with learners. Lead learners to sing a popular work song. 	What new things have you learned today? Learning progress voting: Ask learners to show by their

	<p>1. Write a word on the board.</p> <p>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.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>E.g. Work songs: – reduce fatigue, removes boredom, provides enjoyment, allows systematic work, inspires fellow workers to work harder, builds vocabulary etc.</p> <p>Play songs – creates unity, develops one’s creativity, provides enjoyment and inspiration.</p> <p>Assessment: let learners write the importance of work and play songs</p>	<p>fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p>	<ul style="list-style-type: none"> • 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. 	<p>What new things have you learned today?</p> <p>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.</p>

	<p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>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.</p> <p>That particular onset is put aside. Example S ink Sink</p> <p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING:</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners identify different types of play songs</p>	<p>Independent Activity/ Homework:</p>
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • 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 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>song that is associated with that occupation.</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners identify different types of work songs</p>	
--	---	---	--

Vetted by : Signature: Date :

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC TWO

WEEK 2

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WEEK TWO : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending: 28th January, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 24th January, 2022 25th January, 2022 26th January, 2022 27th January, 2022 28th January, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Songs B. Phonics C. Penmanship/ Handwriting D. Using Capitalisation E. Building The Love and Culture of Reading	
Indicator (code)	B2.1.1.1.1 B2.6.1.1.1	B2.2.2.1.1	B2.4.2.1.1 B2.5.1.1.1.
Content standard (code)	B2.1.1.1. B2.6.1.1.	B2.2.2.1.	B2.4.2.1 B2.5.1.1.
Performance Indicator	A. Learners can interpret familiar songs B. Learners can blend syllables to produce words C. Learners can copy sentences clearly 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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	<p>Learners watch/listen to a sort story /folktale. (Intersperse the story with songs and gestures)</p> <p>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 ?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners interpret familiar songs</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
Tuesday	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. 	<p>B.READING</p> <ul style="list-style-type: none"> • 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 <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners blend syllables to produce words</p>	
Wednesday	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>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.</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> • 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. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners copy sentences clearly</p>	
Thursday	<p>Look-Say-Cover-Write-Check</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. <p>DEBRIEFING What did you like about the game? What did you dislike about the game?</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners use capital letter to write names of particular places and days of the week</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
Friday	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. <p>Assessment</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p>	<p>E.EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	<p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
--	--	--	--

Vetted by : Signature: Date :

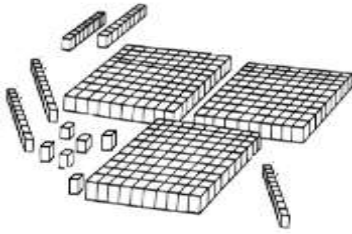
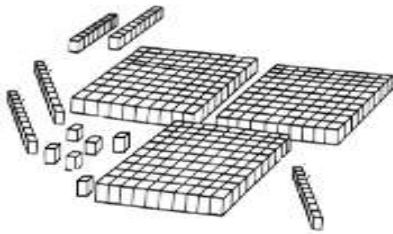
NANA FIIFI ACQUAH SCH

WEEK TWO : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending: 28th January, 2022			Class size:	
Day :			Date :	
Monday, 60 minutes			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 5	
2			2 of 5	
2			3 of 5	
2			4 of 5	
2			5 of 5	
Strand : NUMBER			Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)		B2.1.1.1.1.1		
Content standard (code)		B2.1.1.1.		
Performance Indicator		Learners can use number names, counting sequences and how to count to find out “how many?”		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
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:		Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday	Learners form convenient groups. Give each group a designed playing cards	Represent the number of objects in a group with a written numeral to 1000	What new things have you learned today? Learning progress voting: Ask learners to show by	

	<p>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</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 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? <p>Share lesson indicator and treat key words with learner .</p>	 <p>Differentiated Lessons Low Ability Learners</p> <ul style="list-style-type: none"> • Give out 30 bottle caps to learners. <p>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.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • Give out 80 seeds to each group. <p>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.</p> <p>Assessment: have learners to practice with more examples</p>	<p>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.</p> <p>Independent Activity/ Homework:</p>
Tuesday	<p>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</p>	<p>Represent the number of objects in a group with a written numeral to 1000</p>  <p>Differentiated Lessons</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>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</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 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? <p>Share lesson indicator and treat key words with learner .</p>	<p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give out 30 bottle caps to learners. <p>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.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • Give out 80 seeds to each group. <p>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.</p> <p>Assessment: have learners to practice with more examples</p>	
Wednesday	<p>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</p> <p>DEBRIEFING</p>	<p>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</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give out 30 bottle caps to learners. <p>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.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • Give out 80 seeds to each group. <p>Working in groups, a leader puts some of the</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>1. How was the game? What makes it so?</p> <p>2. How were you able to get the sum of the numbers you picked?</p> <p>3. How will you be able to add six oranges and two oranges together?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>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.</p> <p>Assessment: have learners to practice with more examples</p>	
Thursday	<p>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</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to get the sum of the numbers you picked?</p> <p>3. How will you be able to add six oranges and two oranges together?</p>	<p>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</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give out 30 bottle caps to learners. <p>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.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • Give out 80 seeds to each group. <p>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.</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .	Assessment: have learners to practice with more examples	
Friday	<p>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</p> <p>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?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>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</p> <p>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.</p> <p>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.</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WEEK TWO : LESSON PLAN

SUBJECT: SCIENCE

CLASS: TWO

Week Ending: 28th January, 2022		Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 24th January, 2022 27th January, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	B2.1.1.2.1		
Content standard (code)	B2.1.1.2.		
Performance Indicator	Learners can describe the basic structure of animals (head, limbs and trunk)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	head, limbs, trunk, tail, body, feather, wings, scales, fins		
T. L .R. (s)	pictures of different animals such as dog, dove, fish. Salted fish, insects such as ants, butterfly.		
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	<ul style="list-style-type: none">• 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	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:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners identify the basic parts of animals</p>	
Thursday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? 	<ul style="list-style-type: none"> • 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). <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners identify the basic parts of animals</p>	
--	---	---	--

Vetted by : Signature: Date :

NANA FIFI ACQUAH SCH

WEEK TWO : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending: 28th January, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 25th January, 2022 27th January, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US		Sub-strand : Myself	
Indicator (code)		B2.1.2.1.1.	
Content standard (code)		B2.1.2.1.	
Performance Indicator		Learners can identify things to do to develop a sense of self identity and self-worth	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Character, Unique, Identify, Talent, Qualities, Abilities, Weakness, Individual, Physical	
T. L .R. (s)		Tape measure, pictures of persons with different features example, height, hair colour, charts, computer, projector,	
Ref:		Our World Our People curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Learners talk about themselves individually and appreciate the way God created them e.g. “I am black and beautiful, I like the way God created me. I have great qualities”. 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.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: Let learners describe their individual qualities</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p>	<p>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.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none">• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention the importance of developing a strong self-identity</p>	
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK TWO : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending: 28th January, 2022		Class size:	
Day : Friday, 60 minutes		Date : 28th January, 2022	
Period : 2		Lesson : 1 of 1	
Strand : LOCOMOTOR, SKILLS		Sub-strand : MOTOR SKILL AND MOVEMENT PATTERNS	
Indicator (code)	B2.1.1.1.2:		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can forward and backward skip without a rope.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	Organise the warm up activities using rats and rabbits. From a standing position with feet together, jump at spot with double take off and double landing flexed arms rotating at the shoulders clockwise for learners to observe. Guide them to skip on the spot using personal space. Observe learners as they practice and give corrective feedback. Let learners progress at their own pace. Guide learners to cool down by jogging slowly to end the lesson	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:

	ce and to prevent injuries		
--	----------------------------------	--	--

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

NANA FIIFI ACQUAH SCH

WEEK TWO : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending: 28th January, 2022			Class size:		
Day : Friday, 60 minutes			Date : 28th January, 2022		
Period : 2			Lesson : 1 of 1		
Strand : God, His Creation and Attributes			Sub-strand : God the Creator		
Indicator (code)		B2.1.1.1.1			
Content standard (code)		B2.1.1.1.			
Performance Indicator		Learners can mention attributes of God that reveal His nature as Sustainer of life.			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		Pictures			
Ref:		RME curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)		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?		Let learners explain the attributes of God relevant to their daily life, e.g. God gives life, rain and air. 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:

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners explain the attributes of God relevant to their daily life</p>	
--	--	--	--

Vetted by : Signature: Date :

WEEK TWO : LESSON PLAN

SUBJECT: HISTORY

CLASS: TWO

Week Ending: 28th January, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 25th January, 2022 27th January, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)		B2.2.1.1.1	
Content standard (code)		B2.2.1.1.	
Performance Indicator		Learners can Identify the ethnic groups in each region in Ghana	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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 Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Locate the ethnic groups in each region on a map of Ghana. 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:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners locate the ethnic groups in each region on a map of Ghana</p>	
Thursday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? 	<p>Locate the ethnic groups in each region on a map of Ghana.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners locate the ethnic groups in each region on a map of Ghana</p>	
--	---	---	--

Vetted by : Signature: Date :

WEEK TWO : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending: 28th January, 2022			Class size:
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 24th January, 2022 26th January, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : PERFORMING ARTS		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)		B2 2.1.1.1	
Content standard (code)		B2 2.1.1.	
Performance Indicator		Learners can explore own experiences to talk about performing artworks that reflect the history and culture of people in other communities in Ghana	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Learners are to: ☑ watch documentaries on the history and culture of people from other parts of Ghana; ☑ identify the history and culture of people from other parts of Ghana by studying their cultural activities such as staple foods, dressing, festivals, buildings, chiefs;	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.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p>	<p>☑ 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;</p> <p>Assessment: let learners describe performing artworks that reflect the history and culture of people in other communities in Ghana</p>	<p>Independent Activity/ Homework:</p>
Wednesday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p>	<p>Learners are to:</p> <p>☑ 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;</p> <p>☑ organise collection of samples to create a 'history learning corner' in the classroom;</p> <p>☑ draw concepts and ideas from the activities to plan own performing artworks that express the history and culture of the people studied</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	Share lesson indicator and treat key words with learner .	Assessment: let learners describe performing artworks that reflect the history and culture of people in other communities in Ghana	
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK TWO : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Oral Language		Sub-strand : Rhymes Listening and Story Telling	
Indicator (code)	B2.1.2.1.1.	B2.1.2.1.2..	B2.1.4.1.1
Content standard (code)	B2.1.2.1.	B2.1.2.1.	B2.1.4.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should explore rhymes with correct rhythm. Learners should explore rhymes with problematic sounds. Learners should retell part of a story. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board.	<ul style="list-style-type: none"> Ask learners to sing a popular traditional occupational song. Explore a rhyme. 	What new things have you learned today? Learning progress voting: Ask

	<p>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.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners describe rhymes with correct rhythm</p>	<p>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.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>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.</p> <p>That particular onset is put aside. Example S ink Sink</p>	<ul style="list-style-type: none"> • 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. 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>• NB: Please take note of the sounds and correct learners where necessary.</p> <p>Assessment: let learners describe rhymes with correct rhythm</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>• Tell or show a clip of an interesting story of not more than ten minutes long to learners.</p> <p>• Discuss the clip with learners.</p> <p>• Ask learners to retell it.</p> <p>Assessment: let learners retell part of a story</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

Vetted by :

Signature: Date :

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC TWO

WEEK 3

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WEEK THREE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending: 4th February, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 31st January, 2022 1st February, 2022 2nd February, 2022 3rd February, 2022 4th February, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Rhymes B. Word Families-Rhyming Endings and Common Digraph C. Writing Letters – Small and Capital 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. B2.6.1.1.1		
Content standard (code)	B2.1.2.1. B2.2.3.1. B2.4.3.1. B2.5.1.1. B2.6.1.1.		
Performance Indicator	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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			

Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	<p>Engage learners to recite the rhyme ‘</p> <p>DEBRIEFING</p> <p>1.What did you enjoy about the rhyme?</p> <p>2.What was the rhyme about?</p> <p>3. what benefit do we get from rhymes?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners interpret the rhymes in their own words</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
Tuesday	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Introduce learners to simple word formation by changing the beginning letter of words. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their</p>

	<p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>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</p> <p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>e.g. pan, man, fan (You may use a phonic slide to give practice).</p> <ul style="list-style-type: none"> • Have learners build on these rhyming endings. • In groups, let learners read out their words. • Have learners form sentences with these rhyming words. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners use common rhyming/endings to decode simple words</p>	<p>fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Wednesday	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> • Let learners write letters, both in upper and lower cases. • Copy words from learners' reading book on the board as learners observe. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got</p>

	<p>inscription (a pattern or a letter)</p> <p>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.</p> <p>When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners copy words in lower and upper case using correct spacing</p>	<p>some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>Look-Say-Cover-Write-Check</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. 	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • 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. 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>3. S/he then picks the card and shows it to the class.</p> <p>4. The class checks to see if the pupil's word is correct.</p> <p>5. The pupil with the correct number of words wins the game.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners use capital letter to write names of particular places and days of the week</p>	
Friday	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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 	<p>E.EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/library time.</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

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

Vetted by : Signature: Date :

WEEK THREE : LESSON PLAN

SUBJECT: MATHEMATICS

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 5	
2			2 of 5	
2			3 of 5	
2			4 of 5	
2			5 of 5	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality		
Indicator (code)		B2.1.1.1.2		
Content standard (code)		B2.1.1.1.		
Performance Indicator		Learners can identify numbers in different positions around a given number in a number chart. (1-1000)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Position, above, below, left, right		
T. L .R. (s)		100 number charts, 1000 number charts, numeral cards (1-20)		
Ref:		Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday	1. Learners form convenient groups. 2. Give each group a number chart/Bingo grid	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	What new things have you learned today? Learning progress voting:	

	<table><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table> <p>3. Groups study the number chart / Bingo grid</p> <p>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.</p> <p>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.</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to identify the numbers mentioned?</p> <p>3. Has there been a situation in your life where you have to identify something and its position? How did you do it?</p> <p>Share lesson indicator and treat key words with learner .</p>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<p>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.</p> <table><tr><td>24</td><td>48</td><td>75</td><td>12</td></tr><tr><td>16</td><td>18</td><td>86</td><td>40</td></tr><tr><td>115</td><td>259</td><td>134</td><td>529</td></tr><tr><td>203</td><td>325</td><td>719</td><td>686</td></tr><tr><td>685</td><td>915</td><td>982</td><td>827</td></tr></table> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none">• 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. <p>High Ability Learners</p> <ul style="list-style-type: none">• 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. <p>Assessment: have learners to practice with more examples</p>	24	48	75	12	16	18	86	40	115	259	134	529	203	325	719	686	685	915	982	827	<p>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.</p> <p>Independent Activity/ Homework:</p>
4	1	6																																										
5	7	40																																										
3	16	13																																										
10	14	2																																										
42	19	36																																										
18	25	35																																										
24	48	75	12																																									
16	18	86	40																																									
115	259	134	529																																									
203	325	719	686																																									
685	915	982	827																																									

Tuesday	<div>1. Learners form convenient groups.</div> <div>2. Give each group a number chart/Bingo grid</div> <table><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table> <div>3. Groups study the number chart / Bingo grid</div> <div>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.</div> <div>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.</div> <div>DEBRIEFING</div> <div>I. How was the game? What makes it so?</div> <div>2. How were you able to identify the numbers mentioned?</div> <div>3. Has there been a situation in your life where you have to identify something and it position? How did you do it?</div>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<div>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.</div> <table><tr><td>24</td><td>48</td><td>75</td><td>12</td></tr><tr><td>16</td><td>18</td><td>86</td><td>40</td></tr><tr><td>115</td><td>259</td><td>134</td><td>529</td></tr><tr><td>203</td><td>325</td><td>719</td><td>686</td></tr><tr><td>685</td><td>915</td><td>982</td><td>827</td></tr></table> <div>Differentiated Lessons</div> <div>Low Ability Learners</div> <div><ul style="list-style-type: none">• 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.</div> <div>High Ability Learners</div> <div><ul style="list-style-type: none">• 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.</div> <div>Assessment: have learners to practice with more examples</div>	24	48	75	12	16	18	86	40	115	259	134	529	203	325	719	686	685	915	982	827	<div>What new things have you learned today?</div> <div>Learning progress voting:</div> <div>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.</div> <div>Independent Activity/ Homework:</div>
4	1	6																																										
5	7	40																																										
3	16	13																																										
10	14	2																																										
42	19	36																																										
18	25	35																																										
24	48	75	12																																									
16	18	86	40																																									
115	259	134	529																																									
203	325	719	686																																									
685	915	982	827																																									

	Share lesson indicator and treat key words with learner .																																											
Wednesd ay	<p>1. Learners form convenient groups.</p> <p>2. Give each group a number chart/Bingo grid</p> <table><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table> <p>3. Groups study the number chart / Bingo grid</p> <p>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.</p> <p>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.</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to identify the numbers mentioned?</p>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<p>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.</p> <table><tr><td>24</td><td>48</td><td>75</td><td>12</td></tr><tr><td>16</td><td>18</td><td>86</td><td>40</td></tr><tr><td>115</td><td>259</td><td>134</td><td>529</td></tr><tr><td>203</td><td>325</td><td>719</td><td>686</td></tr><tr><td>685</td><td>915</td><td>982</td><td>827</td></tr></table> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none">• 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. <p>High Ability Learners</p> <ul style="list-style-type: none">• 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. <p>Assessment: have learners to practice with more examples</p>	24	48	75	12	16	18	86	40	115	259	134	529	203	325	719	686	685	915	982	827	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
4	1	6																																										
5	7	40																																										
3	16	13																																										
10	14	2																																										
42	19	36																																										
18	25	35																																										
24	48	75	12																																									
16	18	86	40																																									
115	259	134	529																																									
203	325	719	686																																									
685	915	982	827																																									

	<p>3. Has there been a situation in your life where you have to identify something and its position? How did you do it?</p> <p>Share lesson indicator and treat key words with learner .</p>																																											
Thursday	<p>1. Learners form convenient groups.</p> <p>2. Give each group a number chart/Bingo grid</p> <table border="1"><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table> <p>3. Groups study the number chart / Bingo grid</p> <p>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.</p> <p>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.</p> <p>DEBRIEFING</p>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<p>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.</p> <table border="1"><tr><td>24</td><td>48</td><td>75</td><td>12</td></tr><tr><td>16</td><td>18</td><td>86</td><td>40</td></tr><tr><td>115</td><td>259</td><td>134</td><td>529</td></tr><tr><td>203</td><td>325</td><td>719</td><td>686</td></tr><tr><td>685</td><td>915</td><td>982</td><td>827</td></tr></table> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none">• 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	24	48	75	12	16	18	86	40	115	259	134	529	203	325	719	686	685	915	982	827	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
4	1	6																																										
5	7	40																																										
3	16	13																																										
10	14	2																																										
42	19	36																																										
18	25	35																																										
24	48	75	12																																									
16	18	86	40																																									
115	259	134	529																																									
203	325	719	686																																									
685	915	982	827																																									

	<p>1. How was the game? What makes it so?</p> <p>2. How were you able to identify the numbers mentioned?</p> <p>3. Has there been a situation in your life where you have to identify something and its position? How did you do it?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>the position of that number.</p> <p>High Ability Learners</p> <ul style="list-style-type: none">• 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. <p>Assessment: have learners to practice with more examples</p>																																										
Friday	<p>1. Learners form convenient groups.</p> <p>2. Give each group a number chart/Bingo grid</p> <table border="1"><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table> <p>3. Groups study the number chart / Bingo grid</p> <p>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.</p> <p>5. Learners identify the numbers around the number that has been cross out and tell the</p>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<p>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.</p> <table border="1"><tr><td>24</td><td>48</td><td>75</td><td>12</td></tr><tr><td>16</td><td>18</td><td>86</td><td>40</td></tr><tr><td>115</td><td>259</td><td>134</td><td>529</td></tr><tr><td>203</td><td>325</td><td>719</td><td>686</td></tr><tr><td>685</td><td>915</td><td>982</td><td>827</td></tr></table>	24	48	75	12	16	18	86	40	115	259	134	529	203	325	719	686	685	915	982	827	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
4	1	6																																										
5	7	40																																										
3	16	13																																										
10	14	2																																										
42	19	36																																										
18	25	35																																										
24	48	75	12																																									
16	18	86	40																																									
115	259	134	529																																									
203	325	719	686																																									
685	915	982	827																																									

	<p>relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to identify the numbers mentioned?</p> <p>3. Has there been a situation in your life where you have to identify something and its position? How did you do it?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • 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. <p>High Ability Learners</p> <ul style="list-style-type: none"> • 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. <p>Assessment: have learners to practice with more examples</p>	
--	--	--	--

Vetted by : Signature: Date :

WEEK THREE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: TWO

Week Ending: 4th February, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 31st January, 2022 3rd February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER			Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)		B2.1.1.2.2		
Content standard (code)		B2.1.1.2.2		
Performance Indicator		Learners can group things collected from the environment into living and non-living things.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
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 curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	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:	

	<ul style="list-style-type: none"> •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>collected from the environment).</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners group things collected from the environment into living and non-living things</p>	
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words.</p> <p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? 	<ul style="list-style-type: none"> • Learners bring pictures of various living and non-living 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. <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners group things collected from the environment into living and non-living things</p>	
--	--	--	--

Vetted by :

Signature:

Date :

WEEK THREE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending: 4th February, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 1st February, 2022 3rd February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US			Sub-strand : My Family and the Community	
Indicator (code)		B2.1.3.1.1		
Content standard (code)		B2.1.3.1.		
Performance Indicator		Learners can identify the role and responsibilities of the individual members of the family		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Role, chores, security, routine, prompted, functions, commanded, errands, various		
T. L .R. (s)		Pictures, videos and drawings showing the various members of the family, charts, computer, projector,		
Ref:		Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Learners, in groups, talk about their roles and roles of their parents in the family: – Parents: Provision of shelter, food, security and education. – Children: running errands, performing house chores, etc.	What 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:	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: Let learners their roles and roles of their parents in the family:</p>	
Thursday	<p>Play the HOT SEAT game using the key words.</p> <p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? 	<p>Learners role play the functions of the various members in the family, e.g. learners play the role of a father, mother, etc.</p> <p>Teacher encourages learners to undertake their routine responsibilities without being commanded or prompted.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: Let learners mention the role and responsibilities of the individual members of the family</p>	
--	---	---	--

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

WEEK THREE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending: 4th February, 2022		Class size:	
Day : Friday, 60 minutes		Date : 4th February, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR, SKILLS	
Indicator (code)	B2.1.1.1.3		
Content standard (code)	B2.1.1.1.		
Performance Indicator	Learners can Identify the right and left sides of the body and movement from right to left.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners identify their left side and the right side. Play music and as they dance signal them by mentioning either left side or right side for them to move toward that direction. Let learners react to the signal with fun and enjoyment	What have we learnt today? Use answers to summarise the lesson.

Vetted by : Signature: Date :

WEEK THREE : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending: 4th February, 2022			Class size:		
Day : Friday, 60 minutes			Date : 4th February, 2022		
Period : 2			Lesson : 1 of 1		
Strand : God, His Creation and Attributes			Sub-strand : The Environment		
Indicator (code)		B2.1.2.1.1:			
Content standard (code)		B2.1.2.1.			
Performance Indicator		Learners can explain the importance of the environment.			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		Pictures			
Ref:		RME curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)		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?		Take a nature walk of the school environment with learners to observe: - things of natural existence (objects God created): trees, stones, animals, etc., - things created by human beings: buildings, cars, tables, chairs, etc Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling		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:

	<ul style="list-style-type: none"> •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners mention things of natural existence and things created by human beings</p>	
--	--	---	--

Vetted by : Signature: Date :

NANA FIFI ACQUAH SCH

WEEK THREE : LESSON PLAN

SUBJECT: HISTORY

CLASS: TWO

Week Ending: 4th February, 2022			Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 1st February, 2022 3rd February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)		B2.2.1.1.1	
Content standard (code)		B2.2.1.1.	
Performance Indicator		Learners can Identify the ethnic groups in each region in Ghana	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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 Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	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.	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:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners mention the ethnic groups in each region in Ghana</p>	
Thursday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>With the aid of a slide/video/TV/internet, identify the regions and ethnic groups in Ghana</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners mention the ethnic groups in each region in Ghana</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WEEK THREE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending: 4th February, 2022			Class size:		
Day : Monday, 60 minutes Wednesday, 60 minutes				Date : 31st January, 2022 2nd February, 2022	
Period : 2 2				Lesson : 1 of 2 2 of 2	
Strand : VISUAL ARTS			Sub-strand : Planning, Making and Composing		
Indicator (code)		B2 1.2.2.1			
Content standard (code)		B2 1.2.2.			
Performance Indicator		Learners can Generate ideas to make own artworks based on visual artworks that reflect the history and culture of people in other communities in Ghana			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		Pictures			
Ref:		Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: 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	Learners are to ☑ brainstorm on visual artworks that are produced or found in other parts of Ghana; ☑ share ideas about the features of the visual artworks produced or found in those communities in Ghana (e.g. clay pots, straw and cane baskets, woven and printed fabrics, leather products,		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.	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>wood carvings, glass and stone beads, jewellery);</p> <p>☐ make outline drawings to define those visual artworks</p> <p>Assessment: let learners write ideas to make their own artworks based on visual artworks that reflect the history and culture of people in other communities in Ghana</p>	<p>Independent Activity/ Homework:</p>
Wednesday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners are to ☐ use ideas they have gathered about visual artworks made or found in other communities to plan own artworks that reflect the history and culture of people in the identified Ghanaian communities.</p> <p>Assessment: let learners write ideas to make their own artworks based on visual artworks that reflect the history and culture of people in other communities in Ghana</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WEEK THREE : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Oral Language		Sub-strand : Listening and Story Telling Dramatisation and Role Play	
Indicator (code)	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.
Performance Indicator	<ul style="list-style-type: none"> • Learners should recognise the morals/values in a story. • Learners should dramatise part of the story • Learners should dramatise a story a story and discuss key issues and lessons in the sketch 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board.	<ul style="list-style-type: none"> • Tell an interesting story. • Show video of an interesting story. 	What new things have you learned today? Learning progress voting: Ask learners to show by their

	<p>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.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Discuss with learners the morals/values in the story they have heard or watched <p>Assessment: let learners identify the morals/values in a story</p>	<p>fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>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.</p> <p>That particular onset is put aside. Example S ink Sink</p>	<ul style="list-style-type: none"> • Let learners watch the video again. • Assign roles to them and let them dramatise the first three scenes. • Direct learners to dramatise the story <p>Assessment: let learners dramatise part of the story</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners dramatise a story a story and indicate key issues and lessons in the sketch</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	Share lesson indicator and treat key words with learner .		
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC TWO

WEEK 4

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WEEK FOUR : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending: 11th February, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 7th February, 2022 8th February, 2022 9th February, 2022 10th February, 2022 11th February, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Story Telling B. Word Families-Rhyming Endings and Common Digraph C. Writing Letters – Small and Capital D. Using Punctuation E. Building The Love and Culture of Reading	
Indicator (code)	B2.1.4.1.1 B2.6.1.1.1	B2.2.3.1.1.	B2.4.3.1.1 B2.5.2.1.1.
Content standard (code)	B2.1.4.1. B2.6.1.1.	B2.2.3.1.	B2.4.3.1. B2.5.2.1.
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		

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	<p>Learners watch/listen to a s story /folktale. (Intersperse the story with songs and gestures)</p> <p>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 ?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> Choose a story from learners' background. 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. <p>Assessment: let learners identify characters in a story and relate them to real life situations</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

<p>Tuesday</p>	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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 <p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <ul style="list-style-type: none"> • 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. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners use common rhyming/endings to decode simple words</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
----------------	--	--	--

<p>Wednesday</p>	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>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!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> • 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. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners copy words in</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
------------------	---	--	--

		lower and upper case using correct spacing	
Thursday	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>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!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners use full stops at the end of sentences and question marks at the end of questions</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
Friday	<p>Cover Up</p> <p>Learners in convenient groups.</p>	<p>E.EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those</p>

	<p>1. Write a word on the board.</p> <p>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.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	<p>'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
--	---	---	--

Vetted by :

Signature: Date :

WEEK FOUR : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending: 11th February, 2022			Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes			Date : 7th February, 2022 8th February, 2022 9th February, 2022 10th February, 2022 11th February, 2022	
Period : 2 2 2 2 2			Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : NUMBER			Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)		B2.1.1.1.3		
Content standard (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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Length, foot length, arm span, hand span, stride.		
T. L .R. (s)		Calibrated sticks, straws, pencils, crayons, paper clips.		
Ref:		Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Monday	1. Learners write numbers on a ball using a marker.	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		What new things have you learned today? Learning progress voting: Ask learners to show by

	<p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>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.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>etc., by counting the number of times their feet, hand-span and referent materials is able to do this</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give out paper clips to each learner. <p>Working in pairs, have learners measure the length and width of their exercise books.</p> <p>High Ability Learners:</p> <ul style="list-style-type: none"> • 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 <p>Assessment: have learners to practice with more examples</p>	<p>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.</p> <p>Independent Activity/ Homework:</p>
Tuesday	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>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.</p> <p>DEBRIEFING</p>	<p>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</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give out paper clips to each learner. <p>Working in pairs, have learners measure the length and width of their exercise</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>books.</p> <p>High Ability Learners:</p> <ul style="list-style-type: none"> • 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 <p>Assessment: have learners to practice with more examples</p>	
Wednesday	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>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.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p>	<p>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</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Working in pairs, learners use their pointing finger to measure the lengths and widths of their Maths Learner's Book. <p>High Ability Learners</p> <ul style="list-style-type: none"> • 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 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	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	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>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.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>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</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Working in pairs, learners use their pointing finger to measure the lengths and widths of their Maths Learner's Book. <p>High Ability Learners</p> <ul style="list-style-type: none"> • 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 whereas 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

		<p>shorter learners have short strides</p> <p>Assessment: have learners to practice with more examples</p>	
Friday	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>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.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Have learners use empty container such as bottles, cups etc. to determine 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</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give learners a tea cup and a bowl. <p>They use the tea cup to fill the bowl and determine the number of cups that filled the bowl.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • Give out sand, a small bowl and a bucket. <p>Learners use the bowl to fill the bucket with the sand and record the number of bowl used</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

Vetted by : Signature: Date :

WEEK FOUR : LESSON PLAN

SUBJECT: SCIENCE

CLASS: TWO

Week Ending: 11th February, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 7th February, 2022 10th February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER			Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)		B2.1.1.2.2		
Content standard (code)		B2.1.1.2.2		
Performance Indicator		Learners can group things collected from the environment into living and non-living things.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
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 curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	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:	

	<ul style="list-style-type: none"> •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>collected from the environment).</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners group things collected from the environment into living and non-living things</p>	
Thursday, 60 minutes	<p>Play the HOT SEAT game using the key words.</p> <p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? 	<ul style="list-style-type: none"> • Learners bring pictures of various living and non-living 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. <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners group things collected from the environment into living and non-living things</p>	
--	--	--	--

Vetted by :

Signature: Date :

WEEK FOUR : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week: 11th February, 2022		Class size:	
Day : Tuesday, 60 minutes Ending Thursday, 60 minutes		Date : 8th February, 2022 10th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US		Sub-strand : My Family and the Community	
Indicator (code)		B2.1.3.1.1	
Content standard (code)		B2.1.3.1.	
Performance Indicator		Learners can identify the role and responsibilities of the individual members of the family	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Role, chores, security, routine, prompted, functions, commanded, errands, various	
T. L .R. (s)		Pictures, videos and drawings showing the various members of the family, charts, computer, projector,	
Ref:		Our World Our People curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Learners, in groups, talk about their roles and roles of their parents in the family: – Parents: Provision of shelter, food, security and education. – Children: running errands, performing house chores, etc.	What 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:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: Let learners their roles and roles of their parents in the family:</p>	
Thursday	<p>Play the HOT SEAT game using the key words.</p> <p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? 	<p>Learners role play the functions of the various members in the family, e.g. learners play the role of a father, mother, etc.</p> <p>Teacher encourages learners to undertake their routine responsibilities without being commanded or prompted.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: Let learners mention the role and responsibilities of the individual members of the family</p>	
--	---	---	--

Vetted by :

Signature:

Date :

WEEK FOUR : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending: 11th February, 2022		Class size:	
Day : Friday, 60 minutes		Date : 11th February, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.1		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can roll a ball from stationary to a given point and back, using hands		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After learners go through the general and specific warm ups, learners demonstrate how to roll a ball from stationary using hands by placing a ball in front, bending the trunk forward and placing the palm behind the ball. Roll the ball forward whiles moving from one point to another (from walking to jogging and to running.) Guide learners to practice individually and in groups. Observe them practice at their own pace and give corrective feedback for correct skill mastery. 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.

WHATSAPP ONLY 0245350591

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

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK FOUR : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending: 11th February, 2022			Class size:	
Day : Friday, 60 minutes			Date : 11th February, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : The Environment	
Indicator (code)		B2.1.2.1.1:		
Content standard (code)		B2.1.2.1.		
Performance Indicator		Learners can explain the importance of the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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?	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	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:	

	<ul style="list-style-type: none"> •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners explain the importance of the environment</p>	
--	--	---	--

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

NANA FIIFI ACQUAH SCH

WEEK FOUR : LESSON PLAN

SUBJECT: HISTORY

CLASS: TWO

Week: 11th February, 2022		Class size:	
Day : Tuesday, 60 minutes Ending Thursday, 60 minutes		Date : 8th February, 2022 10th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)		B2.2.1.1.1	
Content standard (code)		B2.2.1.1.	
Performance Indicator		Learners can identify the ethnic groups in each region in Ghana	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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 Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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:	Match the ethnic groups with their region. Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling	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:

	<ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners match the ethnic groups in each region in Ghana</p>	
Thursday	<p>Play the HOT SEAT game using the key words.</p> <p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p>	<p>Match the ethnic groups with their region.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners match the ethnic groups in each region in Ghana</p>	
--	--	--	--

Vetted by : Signature: Date :

NANA FIFI ACQUAH SCH

WEEK FOUR : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending: 11th February, 2022			Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes			Date : 7th February, 2022 9th February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : PERFORMING ARTS			Sub-strand : Planning, Making and Composing	
Indicator (code)		B2 2.2.2.1		
Content standard (code)		B2 2.2.2.		
Performance Indicator		Learners can generate ideas to create own artworks based on performing artworks that reflect the history and culture of people in other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Learners are to: ☐ recall images of performing artworks that are produced or performed in other parts of Ghana; ☐ define own ideas for improvising own music, dance or drama based on the identified performing artworks	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.	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners write ideas to create own artworks based on performing artworks that reflect the history and culture of people in other Ghanaian communities</p>	<p>Independent Activity/ Homework:</p>
Wednesday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners are to:</p> <p>☑ use ideas formed about the performing artworks to plan own music, dance and drama that reflect the history and culture (e.g. customs, religion, festivals, buildings, symbols) of people in those parts of Ghana</p> <p>Assessment: let learners write ideas to create own artworks based on performing artworks that reflect the history and culture of people in other Ghanaian communities</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WEEK FOUR : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Reading		Sub-strand : Phonological and Phonemic Awareness Phonics (Blend and Connect Sounds)	
Indicator (code)	B2.2.3.1.1	B2.2.4.1.1	
Content standard (code)	B2.2.3.1.	B2.2.4.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners should recognise and create words with the same sounds - initial and final position Learners should blend syllables to produce simple words. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board.	<ul style="list-style-type: none"> Let learners explore a rhyme. Write some words on the board. 	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

	<p>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.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners create words with the same sounds - initial and final position</p>	<p>‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>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</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners blend syllables to produce simple words</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners blend syllables to produce simple words</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	Share lesson indicator and treat key words with learner .		
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC TWO

WEEK 5

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WEEK FIVE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending: 18th February, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 14th February, 2022 15th February, 2022 16th February, 2022 17th February, 2022 18th February, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Dramatisation and Role Play B. Vocabulary C. Labelling Items D. Using Punctuation 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. 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 meaningful 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	

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	<p>Learners watch/listen to a s story /folktale. (Intersperse the story with songs and gestures)</p> <p>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 ?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners dramatise/role-play stories heard or read</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
Tuesday	Word Jumble Race	<p>B.READING</p> <ul style="list-style-type: none"> • Introduce the selected sight words, one at a 	What new things have you learned today?

	<p>Write out a number of sentences, using different colors for each sentence. have 3-5 sentences for each team.</p> <p>Cut up the sentences so you have a handful of words.</p> <p>Put each sentence into a bowl keeping each separate.</p> <p>Split your class into teams 3.</p> <p>Teams must now put their sentences in the correct order.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>time, in context and write them on the board.</p> <ul style="list-style-type: none"> • Start from the basic words they already know. • Have learners repeat the words aloud a number of times. • Write the words on the board. • Have learners read the words in order and at random. • Use think-pair-share to have learners form sentences with them. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners read level-appropriate sight words, understand and use many of them in meaningful sentences</p>	<p>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.</p> <p>Independent Activity/ Homework:</p>
Wednesday	<p>Writing Chain (Penmanship activity)</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> • Take learners round to look at charts showing labelled objects. 	<p>What new things have you learned today?</p>

	<p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>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!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners draw and label objects found in their environment</p>	<p>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.</p> <p>Independent Activity/ Homework:</p>
--	---	---	---

Thursday	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>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!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners use full stops at the end of sentences and question marks at the end of questions</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
Friday	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, 	<p>E.EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. 	<p>What new things have you learned today?</p> <p>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.</p>

	<p>beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	<p>Independent Activity/ Homework:</p>
--	---	---	--

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

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending: 18th February, 2022			Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes			Date : 14th February, 2022 15th February, 2022 16th February, 2022 17th February, 2022 18th February, 2022	
Period : 2 2 2 2 2			Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : NUMBER			Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)		B2.1.1.1.4		
Content standard (code)		B2.1.1.1.		
Performance Indicator		Learners can demonstrate a conceptual understanding of place value of whole numbers between 0 and 100		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Ones, tens, hundreds, thousands, abacus.		
T. L .R. (s)		Abacus, tens frame, multibase blocks, bundles of straws in tens up to 100		
Ref:		Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Monday	Play “Making 10s”. Mention a number and learners call a number which when added to the initial number makes 10. E.g. 1) 2 → 8	Develop a conceptual understanding of place value of whole numbers between 0 and 1000 by: -explain and show		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or

	<p>2) 6 → 4 3) 1 → 9 4) 5 → 5</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to the other number?</p> <p>3. What were some of the numbers you heard out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>- with bundles of 10s and 1s and a tens frame</p> <p>- the meaning of each digit in a 2-digit number (<i>when the two Tens Frame digits are different, as well as when the two digits are the same</i>) 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</p> <p>-decompose or partition numbers to 1000 into hundreds, tens and ones (e.g.: $153 = 100 + 50 + 3$, or $153 = 100 + 53$)</p> <p>-explain why the value of a digit depends upon its placement within a numeral.</p> <p>read a number by indicating the value of each digit (i.e., reading 43 as forty-three and not four three.</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> Working in pairs, learners model these numbers using straws: 1) 26 2) 33 3) 48 <p>High Ability Learners</p> <ul style="list-style-type: none"> Learners use abacus to model these numbers: 1) 68 2) 86 3) 99 	<p>1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
--	--	--	--

		Assessment: have learners to practice with more examples							
Tuesday	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>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.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Develop a conceptual understanding of place value of whole numbers between 0 and 1000 by:</p> <p>-explain and show</p> <p>- with bundles of 10s and 1s and a tens frame</p> <p>- the meaning of each digit in a 2-digit number (when the two Tens Frame</p> <table><tr><td>Hundred</td><td>Tens</td><td>Ones</td></tr><tr><td></td><td></td><td></td></tr></table> <p>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</p> <p>-decompose or partition numbers to 1000 into hundreds, tens and ones (e.g.: 153 = 100 + 50 + 3, or 153 = 100 + 53)</p> <p>-explain why the value of a digit depends upon its placement within a numeral.</p> <p>read a number by indicating the value of each digit (i.e., reading 43 as forty-three and not four three.</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p>	Hundred	Tens	Ones				<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
Hundred	Tens	Ones							

		<ul style="list-style-type: none"> Working in pairs, learners model these numbers using straws: 1) 26 2) 33 3) 48 <p>High Ability Learners</p> <ul style="list-style-type: none"> Learners use abacus to model these numbers: 1) 68 2) 86 3) 99 <p>Assessment: have learners to practice with more examples</p>	
Wednesday	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>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.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Develop a conceptual understanding of place value of whole numbers between 0 and 1000 by:</p> <ul style="list-style-type: none"> 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 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. 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

		<p>read a number by indicating the value of each digit (i.e., reading 43 as forty-three and not four three.</p> <p>Differentiated Lessons Low Ability Learners</p> <ul style="list-style-type: none"> • Put learners into groups of five. Let them find the place values and values of these numbers: 1) 68 2) 99 <p>High Ability Learners</p> <ul style="list-style-type: none"> • Learners working in pairs, find the values and the place values of these numbers: 1) 268 2) 896 <p>Assessment: have learners to practice with more examples</p>	
Thursday	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>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.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p>	<p>Partition or decompose numbers to 100 and then to 1000 into equivalent expressions (e.g.: $47 = 20 + 20 + 7$, or $30 + 10 + 7$, etc.)</p> <p>Differentiated Lessons Low Ability Learners</p> <ul style="list-style-type: none"> • Have learners work in pairs. They decompose these numbers into 2 different and equivalent ways: 1) 39 2) 14 <p>High Ability Learners</p> <ul style="list-style-type: none"> • Learners work in pairs, and decompose these numbers into 3 different equivalent ways: 1) 76 2) 85 <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>		
Friday	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>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.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Partition or decompose numbers to 100 and then to 1000 into equivalent expressions (<i>e.g.: $47 = 20 + 20 + 7$, or $30 + 10 + 7$, etc.</i>)</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Have learners work in pairs. They decompose these numbers into 2 different and equivalent ways: 1) 39 2) 14 <p>High Ability Learners</p> <ul style="list-style-type: none"> • Learners work in pairs, and decompose these numbers into 3 different equivalent ways: 1) 76 2) 85 <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

Vetted by : Signature: Date :

WEEK FIVE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: TWO

Week Ending: 18th February, 2022			Class size:
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 14th February, 2022 17th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	B2.1.2.1.1		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can know the common properties of materials such as soft, hard, rough		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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 curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	• Learners collect and bring a variety of everyday materials from the home, school and community. Materials should include items such as cotton wool, pieces of cloths, pieces of paper, cardboard, wood, plastics, polythene bags (coloured and transparent), soil samples, marbles (rough and smooth) chalk, crayon, pen, straws.	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.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Learners sort and group the materials based on texture (hard or soft), and size (big or small). • Group materials into those that they can see through (transparent) and those that we cannot see through (opaque) with the teacher's assistance • Provide materials that can bend, for learners to observe. • Learners feel and draw materials that are hard, soft, smooth, etc. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners identify the common properties of materials</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>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</p>	<ul style="list-style-type: none"> • Learners display their drawings in class for discussion. • Know that the properties of a given material enable it to be used for making certain products, e.g. clay is used for making pots 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by</p>

	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>because it can be moulded without breaking. Raffia palm is used for making basketry because it can bend easily.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners identify the common properties of materials</p>	<p>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.</p> <p>Independent Activity/ Homework:</p>
--	--	---	---

Vetted by : Signature: Date :

WEEK FIVE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending: 18th February, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 15th February, 2022 17th February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL AROUND US			Sub-strand : Home and School	
Indicator (code)		2.1.4.1.1.		
Content standard (code)		2.1.4.1.		
Performance Indicator		Learners can explain the need for obeying rules in the home and school		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Suffer, apologies, encourage, safety, courteous, appreciate, opinion.		
T. L .R. (s)		Pictures or videos of people who set rules, Posters of rules at home. School and community, charts, computer, projector		
Ref:		Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Learners work in groups to talk about rules in the home, school and community. Learners role play scenarios on obeying rules in the 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:	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>school and community.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: Let learners explain the need for obeying rules in the home and school</p>	
Thursday	<p>Play the HOT SEAT game using the key words.</p> <p>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</p>	<p>Learners compose rhymes on obeying rules in the home and school</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1</p>

	<p>word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: Let learners explain the need for obeying rules in the home and school</p>	<p>as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
--	---	---	--

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending: 18th February, 2022		Class size:	
Day : Friday, 60 minutes		Date : 18th February, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.2		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can strike a ball continuously in an upward or forward motion, using a hand and foot		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Balls	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners go through warm up activities as usual. Stand at shoulder width apart with the foot opposite the striking hand slightly forward. Toss a ball up and wing the arm forward to strike the ball at the bottom upward. Follow the ball and strike it as it drops continuously until it drops. Guide learner s to practice at their own pace. Put them in mini-teams to play a game. End lesson to with cool down.	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 :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending: 18th February, 2022			Class size:
Day : Friday, 60 minutes		Date : 18th February, 2022	
Period : 2		Lesson : 1 of 1	
Strand : God, His Creation and Attributes		Sub-strand : The Environment	
Indicator (code)		B2. 1.2.1.2	
Content standard (code)		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			
T. L .R. (s)		Pictures	
Ref:		RME curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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:	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. 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:

	<ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners mention activities that destroy the environmen</p>	
--	--	---	--

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: TWO

Week Ending: 18th February, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 15th February, 2022 17th February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana			Sub-strand : The People Of Ghana	
Indicator (code)		B2.2.1.1.1		
Content standard (code)		B2.2.1.1.		
Performance Indicator		Learners can identify the ethnic groups in each region in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
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 Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	List the administrative regions in the order in which they were created (starting with the oldest region). 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:	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners list the administrative regions in the order in which they were created</p>	
Thursday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? 	<p>List the administrative regions in the order in which they were created (starting with the oldest region).</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners list the administrative regions in the order in which they were created</p>	
--	---	---	--

Vetted by : Signature: Date :

WEEK FIVE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending: 18th February, 2022			Class size:
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 14th February, 2022 16th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)		B2 1.2.3.1	
Content standard (code)		B2 1.2.3.	
Performance Indicator		Learners can 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	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	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	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.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>fabrics, leather products, wood carvings, glass and stone beads, jewellery);</p> <p>☐ create own artworks that reflect the history and culture of people in other parts of Ghana.</p> <p>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</p>	<p>Independent Activity/ Homework:</p>
Wednesday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p>	<p>Learners are to:</p> <p>☐ discuss the history and culture of the people (e.g. their occupation, staple food, religion, festivals, customs);</p> <p>☐ 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);</p> <p>☐ create own artworks that reflect the history and culture of people in other parts of Ghana.</p> <p>Assessment: let learners create own visual artworks using available visual arts media and methods to represent artworks that reflect the history and</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

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

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK FIVE : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Reading		Sub-strand : Phonics (Blend and Connect Sounds)	
Indicator (code)	B2.2.4.1.2	B2.2.4.1.3	
Content standard (code)	B2.2.4.1.	B2.2.4.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners should use alphabetic knowledge to decode words Learners should read simple short sentences 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	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	<ul style="list-style-type: none"> Revise the letters of the alphabet with learners. Write some words on a manila card and assist learners to use 	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

	<p>left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>alphabetic knowledge to decode the words.</p> <p>Assessment: let learners use alphabetic knowledge to decode words</p>	<p>'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>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.</p> <p>That particular onset is put aside. Example S ink Sink</p> <p>The team that is able to read and write more words becomes the winner.</p>	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners read simple short sentences</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners read simple short sentences</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC TWO

WEEK 6

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WEEK SIX : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending: 25th February, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 21st February, 2022 22nd February, 2022 23rd February, 2022 24th February, 2022 25th February, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Dramatisation and Role Play B. Vocabulary C. Labelling Items D. Using Punctuation 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	

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	<p>Learners watch/listen to a s story /folktale. (Intersperse the story with songs and gestures)</p> <p>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 ?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • 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 . <p>Assessment: let learners dramatise/role-play stories heard or read</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

<p>Tuesday</p>	<p>Memory</p> <p>For this game, you need to have two sets of matching flashcards and corresponding words. Simply place all the cards face down on the floor and have the children take turns picking two cards until they match a pair.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Create a story around a theme, using specific key words or vocabulary items you wish to teach. • Have learners use context to find the meaning of the key words. • Have learners make their own sentences using these key words. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners use context clues to infer meanings of words</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday</p>	<p>H-A-N-G-M-A-N SPELLING GAME</p> <p>Mention a word and number of letters are in the word and then draw dash,</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> • Take learners round to look at charts showing labelled objects. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to</p>

	<p>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.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 	<p>those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
--	--	--	---

		Assessment: let learners draw and label objects found in their environment	
Thursday	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>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.</p> <p>When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners use full stops at the end of sentences and question marks at the end of questions</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
Friday	<p>Cover Up</p> <p>Learners in convenient groups.</p>	<p>E.EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got</p>

	<p>1. Write a word on the board.</p> <p>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.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	<p>some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
--	---	---	---

Vetted by : Signature: Date :

WEEK SIX : LESSON PLAN

SUBJECT: MATHEMATICS

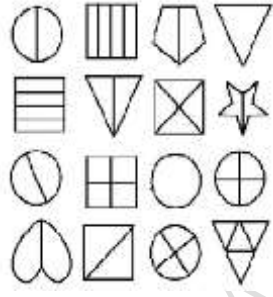
CLASS: TWO

Week Ending: 25th February, 2022			Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes			Date : 21st February, 2022 22nd February, 2022 23rd February, 2022 24th February, 2022 25th February, 2022	
Period : 2 2 2 2 2			Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : NUMBER			Sub-strand : Fractions	
Indicator (code)		B2.1.3.1.1		
Content standard (code)		B2.1.3.1.		
Performance Indicator		Learners can understand the fraction one-half and one-quarter as the quantity obtained by taking 1 part when a whole is partitioned into two or four equal parts		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Halves, one-half, whole, port.		
T. L .R. (s)		Sheets of paper, colour pencils, oranges, diagrams showing halves of objects etc.		
Ref:		Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Monday	1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.	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.		What new things have you learned today? Learning progress voting: Ask learners to show by

	<p>2. Put the bottle tops in the empty tins and shake it up.</p> <p>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.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the fractions you recorded?</p> <p>3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with pictures of objects and task them to shade halves of the objects. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Present learners with pictures of objects and task them to shade halves of the objects <p>Assessment: have learners to practice with more examples</p>	<p>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.</p> <p>Independent Activity/ Homework:</p>
Tuesday	<p>1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.</p> <p>2. Put the bottle tops in the empty tins and shake it up.</p> <p>3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the</p>	<p>Use concrete objects to explain the fraction one-fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with pictures of objects and task them to shade halves of the objects. 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>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.</p> <p>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?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>High Ability Learners</p> <ul style="list-style-type: none"> • Present learners with pictures of objects and task them to shade halves of the objects <p>Assessment: have learners to practice with more examples</p>	
Wednesday	<p>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.</p>	<p>Use pictorial representations to explain the fraction one fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.</p> <p>Differentiated lesson Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with pictures of objects and task them to shade quarters of the objects. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Present learners with sheets of papers and task them to draw objects and shade one quarter of each object. 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING</p> <ol style="list-style-type: none"> 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? <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: have learners to practice with more examples</p>	
Thursday	<ol style="list-style-type: none"> 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. <p>DEBRIEFING</p> <ol style="list-style-type: none"> 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? 	<p>Use pictorial representations to explain the fraction one fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give learners a number, e.g. 12. <p>Task them to use paper folding to show 10 quarters.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • Give learners a number, e.g. 16 quarters. <p>Ask learners to mentally tell how many wholes there are in 16 quarters.</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .		
Friday	<p>1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.</p> <p>2. Put the bottle tops in the empty tins and shake it up.</p> <p>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.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the fractions you recorded?</p> <p>3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are one-fourths.</p>  <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Task learners to divide a given set of items into two equal parts. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to mentally tell what half of a given group of items is. <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WEEK SIX : LESSON PLAN

SUBJECT: SCIENCE

CLASS: TWO

Week Ending: 25th February, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 21st February, 2022 24th February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER			Sub-strand : MATERIALS	
Indicator (code)		B2.1.2.2.1		
Content standard (code)		B2.1.2.2.		
Performance Indicator		Learners can describe the properties of solids, liquids, and gases		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		solid, liquid, gas, vapour		
T. L .R. (s)		solid items such as stones, chalk, sand, liquids such as cooking oil, water, fruit juice. Inflated balloons.		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	<ul style="list-style-type: none">• 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	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:	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>they can be squeezed, stretched and compressed.</p> <ul style="list-style-type: none"> • In groups, learners sort out more materials into solids, liquids and gases. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners describe the properties of solids, liquids, and gases</p>	
Thursday	<p>Play the HOT SEAT game using the key words.</p> <p>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</p> <p>DEBRIEFING:</p>	<ul style="list-style-type: none"> • 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. 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Demonstrate the formation of vapour (gaseous state) by boiling water <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners describe the properties of solids, liquids, and gases</p>	
--	--	--	--

Vetted by :

Signature:

Date :

WEEK SIX : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending: 25th February, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 22nd February, 2022 24th February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL AROUND US			Sub-strand : The Environment and the Weather	
Indicator (code)		B2.2.1.1.1.		
Content standard (code)		B2.2.1.1.		
Performance Indicator		Learners can describe ways of making the environment clean and safe		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		rules, home, knock, door, a apologise, 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 curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Take a nature walk of the school environment and observe things in the environment– man made and natural: water, trees, stones, animals, buildings, cars, tables, chairs, etc. 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:	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: Let learners mention things in the environment– man made and natural</p>	
Thursday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p>	<p>Learners talk about things 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</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

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	
--	---	---	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK SIX : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending: 25th February, 2022		Class size:	
Day : Friday, 60 minutes		Date : 25th February, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.3		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can strike a ball continuously in an upward or forward motion, using a short-handled paddle (table tennis bat, tennis racket.)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Balls		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners grip a bat/paddle with both hands. They stand with the foot opposite the throwing hand slightly forward. Learners swing the bat/paddle upward and backward. Learners swing the bat/paddle fast to strike a stationary balloon from down and upward with a follow through (continuous movement of the hand at the direction of object movement after striking). Organise a table tennis game for learners to experience the skill in a real-life situation. End the lesson with cool down activities.	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

	performan ce and to prevent injuries		Independent Activity/ Homework:
--	---	--	------------------------------------

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending: 25th February, 2022			Class size:	
Day : Friday, 60 minutes			Date : 25th February, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : The Environment	
Indicator (code)		B2. 1.2.1.2		
Content standard (code)		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				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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?	Group learners to record data on human activities that destroy the environment and present to class for discussion. Nature walk, video clips and pictures on environmental degradation 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:	

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners record data on human activities that destroy the environment</p>	
--	--	---	--

Vetted by : Signature: Date :

WEEK SIX : LESSON PLAN

SUBJECT: HISTORY

CLASS: TWO

Week Ending: 25th February, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 22nd February, 2022 24th February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana			Sub-strand : The People Of Ghana	
Indicator (code)		B2.2.1.1.1		
Content standard (code)		B2.2.1.1.		
Performance Indicator		Learners can state the characteristics of the ethnic groups in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
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 Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	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	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:	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners state the characteristics of the ethnic groups in Ghana</p>	
Thursday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? 	<p>Identify the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths etc.) of some of the ethnic groups in Ghana.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners state the characteristics of the ethnic groups in Ghana</p>	
--	---	---	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK SIX : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending: 25th February, 2022		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 21st February, 2022 23rd February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B2 2.2.3.1		
Content standard (code)	B2 2.2.3.		
Performance Indicator	Learners can 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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Learners are to: ☐ identify the history and culture of the people from other parts of Ghana (e.g. their occupation, customs, staple foods, festivals, buildings, symbols) using available instruments and techniques;	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.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>role play music, dance and drama performances in the identified communities in Ghana, using available instruments and resources;</p> <p>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</p>	<p>Independent Activity/ Homework:</p>
Wednesday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> • create own music, dance and drama to represent those performed by people in other communities in Ghana. <p>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</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	Share lesson indicator and treat key words with learner .		
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK SIX : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Reading		Sub-strand : Phonics (Blend and Connect Sounds)	
Indicator (code)	B2.2.4.2.1	B2.2.4.2.2	
Content standard (code)	B2.2.4.2.	B2.2.4.2.	
Performance Indicator	<ul style="list-style-type: none"> Learners should listen and say words with identical sounds from simple sentences Learners should read simple poems and recognise rhyming words 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	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	<ul style="list-style-type: none"> Write some words on the board and lead learners to read the words. Lead learners to recognise the 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

	<p>to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>with identical sounds among the words you have written.</p> <ul style="list-style-type: none"> Let learners listen to and say words with identical sounds from simple sentences <p>Assessment: let learners say words with identical sounds from simple sentences</p>	<p>'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>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.</p> <p>That particular onset is put aside.</p> <p>Example S ink Sink</p> <p>The team that is able to read and write more words becomes the winner.</p>	<ul style="list-style-type: none"> 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. 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners read simple poems and identify rhyming words</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners read simple poems and recognise rhyming words</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

Vetted by :

Signature: Date :

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC TWO

WEEK 7

NANA FIIFI ACQUAH SCH

WEEK SEVEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending: 4th March, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 28th February, 2022 1st March, 2022 2nd March, 2022 3rd March, 2022 4th March, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Conversation B. Vocabulary C. Writing Simple Words and Sentences D. Using Action Words 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		

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	<p>Engage learners to recite/sing the rhyme/song ' Good morning to you'</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1.What did you enjoy about the song? 2.What was the song about? 3. what benefit do we get from songs? <p>Share lesson indicator and treat key words with learner</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • 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. 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

		Assessment: let learners use appropriate greetings for special occasions	
Tuesday	<p>Memory</p> <p>For this game, you need to have two sets of matching flashcards and corresponding words. Simply place all the cards face down on the floor and have the children take turns picking two cards until they match a pair.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Create a story around a theme, using specific key words or vocabulary items you wish to teach. • Have learners use context to find the meaning of the key words. • Have learners make their own sentences using these key words. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners context clues to infer meanings of words</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

Wednesday	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>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.</p> <p>When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> 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." <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> 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 <p>Assessment: let learners write simple sentences to express feelings</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences.</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories everyday. 	<p>What new things have you learned today?</p> <p>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.</p>

	<p>Example learners gain points on each correct sentence they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners use the simple present tense to express habitual actions</p>	<p>Independent Activity/ Homework:</p>
Friday	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. 	<p>E.EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • 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. 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Introduce e-books to learners, if available. • For each reading session, guide learners to select books. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	
--	---	--	--

Vetted by : Signature: Date :

WEEK SEVEN : LESSON PLAN

SUBJECT: MATHEMATICS

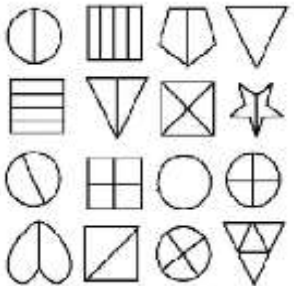
CLASS: TWO

Week Ending: 4th March, 2022			Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 28th February, 2022 1st March, 2022 2nd March, 2022 3rd March, 2022 4th March, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : NUMBER		Sub-strand : Fractions	
Indicator (code)		B2.1.3.1.1	
Content standard (code)		B2.1.3.1.	
Performance Indicator		Learners can understand the fraction one-half and one-quarter as the quantity obtained by taking 1 part when a whole is partitioned into two or four equal parts	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Halves, one-half, whole, part.	
T. L .R. (s)		Sheets of paper, colour pencils, oranges, diagrams showing halves of objects etc.	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.	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.	What new things have you learned today? Learning progress voting: Ask learners to show by

	<p>2. Put the bottle tops in the empty tins and shake it up.</p> <p>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.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the fractions you recorded?</p> <p>3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with pictures of objects and task them to shade halves of the objects. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Present learners with pictures of objects and task them to shade halves of the objects <p>Assessment: have learners to practice with more examples</p>	<p>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.</p> <p>Independent Activity/ Homework:</p>
Tuesday	<p>1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.</p> <p>2. Put the bottle tops in the empty tins and shake it up.</p> <p>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.</p>	<p>Use concrete objects to explain the fraction one-fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with pictures of objects and task them to shade halves of the objects. <p>High Ability Learners</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the fractions you recorded?</p> <p>3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>• Present learners with pictures of objects and task them to shade halves of the objects</p> <p>Assessment: have learners to practice with more examples</p>	
Wednesday	<p>1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.</p> <p>2. Put the bottle tops in the empty tins and shake it up.</p> <p>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.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p>	<p>Use pictorial representations to explain the fraction one fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <p>• Present learners with pictures of objects and task them to shade quarters of the objects.</p> <p>High Ability Learners</p> <p>• Present learners with sheets of papers and task them to draw objects and shade one quarter of each object.</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the fractions you recorded?</p> <p>3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>		
Thursday	<p>1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.</p> <p>2. Put the bottle tops in the empty tins and shake it up.</p> <p>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.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the fractions you recorded?</p> <p>3. What will you do to share objects equally with your friends?</p>	<p>Use pictorial representations to explain the fraction one fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give learners a number, e.g. 12. <p>Task them to use paper folding to show 10 quarters.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • Give learners a number, e.g. 16 quarters. <p>Ask learners to mentally tell how many wholes there are in 16 quarters..</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .		
Friday	<p>1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.</p> <p>2. Put the bottle tops in the empty tins and shake it up.</p> <p>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.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the fractions you recorded?</p> <p>3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are one-fourths.</p>  <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Task learners to divide a given set of items into two equal parts. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to mentally tell what half of a given group of items is. <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WEEK SEVEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: TWO

Week Ending: 4th March, 2022		Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 28th February, 2022 3rd March, 2022	
Period : 2 2		Lesson : 1 of 1 2 Of 2	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	B2.1.2.3.1		
Content standard (code)	B2.1.2.3.		
Performance Indicator	Learners can describe a solid–solid mixture and explain how to separate the components.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	mixtures, solid-solid mixtures.		
T. L .R. (s)	different solid substances such as coins, sand, milo, gari, gravels. Maize grains and chalk.		
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 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	<ul style="list-style-type: none">• Provide learners with solid materials for them to observe, e.g. sand, gari, saw dust, chalk, charcoal and cowpea.• Learners combine two materials at a time and observe what happens.	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.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Learners talk about the mixtures they have formed. • Ask learners whether the products they have formed are the same as the individual materials. How will they call the material combinations they have formed? • Assist learners to understand that when they mix two or more things together, they form a mixture and that no new thing forms even though the starting and ending substances may look different from each other. • Explain to learners that they have formed a solid-solid mixture. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 	<p>Independent Activity/ Homework:</p>
--	---	---	--

		Assessment: let learners describe a solid–solid mixture	
Thursday, 60 minutes	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

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

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK SEVEN : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending: 4th March, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 1st March, 2022 3rd March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL AROUND US			Sub-strand : The Environment and the Weather	
Indicator (code)		B2.2.1.2.1.		
Content standard (code)		B2.2.1.2.		
Performance Indicator		Learners can explain the elements of weather		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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:	Learners explain the elements of weather, e.g. temperature, rainfall/precipitation, humidity, wind and cloud cover. Learners draw weather chart using symbols 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:	

	<ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: Let learners explain the elements of weather</p>	
Thursday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? 	<p>Learners watch videos or pictures of different weather conditions.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

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

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK SEVEN : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending: 4th March, 2022		Class size:	
Day : Friday, 60 minutes		Date : 4th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.4		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can perform the overhand throw pattern		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Balls		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	warm up, pick up a ball and stand with shoulders straight. Extend the arm with the 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.	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 :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending: 4th March, 2022			Class size:	
Day : Friday, 60 minutes			Date : 4th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : The Environment	
Indicator (code)		B2. 1.2.1.2		
Content standard (code)		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				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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?	Let learners draw and colour various aspects of the environment: - safe environment, - unsafe environment, etc. Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling	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:	

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners draw and colour various aspects of the environment: - safe environment, - unsafe environment</p>	
--	--	---	--

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

WEEK SEVEN : LESSON PLAN

SUBJECT: HISTORY

CLASS: TWO

Week Ending: 4th March, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 1st March, 2022 3rd March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)		B2.2.1.1.1	
Content standard (code)		B2.2.1.1.	
Performance Indicator		Learners can state the characteristics of the ethnic groups in Ghana	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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 Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	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	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:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners state the characteristics of the ethnic groups in Ghana</p>	
Thursday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p>	<p>Identify the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths etc.) of some of the ethnic groups in Ghana.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

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 state the characteristics of the ethnic groups in Ghana	
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK SEVEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending: 4th March, 2022			Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes			Date : 28th February, 2022 2nd March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : VISUAL ARTS			Sub-strand : Displaying and Sharing	
Indicator (code)		B2 1.3.4.1		
Content standard (code)		B2 1.3.4.		
Performance Indicator		Learners can 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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Learners are to: ☑ watch a short video or exhibition of artworks of people in other Ghanaian communities; ☑ discuss the need for displaying portfolio of own visual artworks;	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.	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>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</p>	<p>Independent Activity/ Homework:</p>
Wednesday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p>	<p>Learners are to:</p> <p>☑ 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</p> <p>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</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	Share lesson indicator and treat key words with learner .		
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK SEVEN : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)	B2.3.1.1.1		
Content standard (code)	B2.3.1.1.		
Performance Indicator	Learners should write letters clearly and boldly.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	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	<ul style="list-style-type: none"> Write the letters of the alphabet boldly on the board. Lead learners to say the letters of the alphabet aloud. 	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.

	<p>pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Call learners individually to say the letters of the alphabet aloud. • Assist learners to write letters boldly and clearly. <p>Assessment: let learners write letters clearly and boldly</p>	<p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners write letters clearly and boldly</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners write letters clearly and boldly</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC TWO

WEEK 8

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WEEK EIGHT : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending: 11th March, 2022		Class size:
Day : Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 8th March, 2022 9th March, 2022 10th March, 2022 11th March, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Conversation B. Comprehension C. Writing Simple Words and Sentences D. Using Action Words 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 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: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	<p>“Pick and act”</p> <ul style="list-style-type: none"> •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. <p>DEBRIEFING:</p> <ol style="list-style-type: none"> 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? <p>Share lesson indicator and treat key words with learner .</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • 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. <p>E.g. People engaged in domestic chores. People at table.</p> <p>Assessment: let learners talk about events at home</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
Tuesday	H-A-N-G-M-A-N SPELLING GAME	<p>B.READING</p> <ul style="list-style-type: none"> • Have learners use text features like 	What new things have you learned today?

	<p>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.</p> <p>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.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>title, illustrations and text clues to make meaning and inferences.</p> <ul style="list-style-type: none"> • 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. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners use illustrations, text clues and context to</p>	<p>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.</p> <p>Independent Activity/ Homework:</p>
--	--	--	---

		make predictions during reading	
Wednesday	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>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!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> • 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." <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners write simple sentences to express feelings</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
Thursday	Guess the flashcard	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What new things have you learned today?

	<p>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 –</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners use the simple present tense to express habitual actions</p>	<p>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.</p> <p>Independent Activity/ Homework:</p>
Friday	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. 	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>and flip-the-page texts to learners.</p> <ul style="list-style-type: none"> • Introduce e-books to learners, if available. • For each reading session, guide learners to select books. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	
--	---	--	--


Vetted by : Signature: Date :



WEEK EIGHT : LESSON PLAN


SUBJECT: MATHEMATICS


CLASS: TWO

Week Ending: 11th March, 2022			Class size:
Day : Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 8th March, 2022 9th March, 2022 10th March, 2022 11th March, 2022	
Period : 2 2 2 2		Lesson : 1 of 4 2 of 4 3 of 4 4 of 4	
Strand : NUMBER		Sub-strand : Money	
Indicator (code)		B2.1.4.1.1	
Content standard (code)		B2.1.4.1.	
Performance Indicator		Learners can recognise Ghanaian coins, and currency notes to include at least 1 cedi, 2 cedis, 5 cedis, 10 cedis, 20 cedis and 50 cedis and determine the value of a collection of coins and notes up to at least 50 Ghana cedis	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Coin, cedi, pesewa, note.	
T. L .R. (s)		Ghana pesewa coins, 1 cedi note.	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	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	Display the Ghanaian cedi (coins and notes) currently being used for transaction in Ghana and initiate discussion on the need for monetary transaction. Learners touch feel and say the features of each coin	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

	<p>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</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 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? <p>Share lesson indicator and treat key words with learner</p>	 <p>Differentiated lesson Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with some pesewa coins to identify and tell the differences in value. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Present learners with coins to tell how much more is one coin bigger/smaller than the other in value <p>Differentiated lesson Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with some cedi notes to identify and tell the differences in value. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Present learners with notes to tell how much more is one note bigger/smaller than the other in value. <p>Assessment: have learners to practice with more examples</p>	<p>it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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?

	<p>Give each group a designed money cards</p> <p>Learners plays in turns (one at a time)</p> <p>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</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 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? <p>Share lesson indicator and treat key words with learner</p>	<p>examine and talk about its features</p>  <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • 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. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to make four different combinations of notes that make GH¢50. <p>Assessment: have learners to practice with more examples</p>	<p>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.</p> <p>Independent Activity/ Homework:</p>
Wednesday	<p>Learners form convenient groups.</p> <p>Give each group a designed money cards</p> <p>Learners plays in turns (one at a time)</p> <p>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.</p>	<p>State the relationship between ¢2 and ¢10; ¢5 and ¢10; ¢2 and ¢20; ¢5 and ¢20, ¢10 and ¢50</p>  <p>Differentiated lesson</p> <p>Low Ability Learners</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 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? <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Present learners with price tags and challenge them to choose appropriate notes or combinations of notes that can buy the items <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to combine different notes that make up GH¢50 <p>Assessment: have learners to practice with more examples</p>	
Thursday	<p>Learners form convenient groups.</p> <p>Give each group a designed money cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>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.</p> <p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 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? 	<p>. State the relationship between ¢2 and ¢10; ¢5 and ¢10; ¢2 and ¢20; ¢5 and ¢20, ¢10 and ¢50</p>  <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with price tags and challenge them to choose appropriate notes or combinations of notes that can buy the items <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to combine different notes that make up GH¢50 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .	Assessment: have learners to practice with more examples	
Friday	<p>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 wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 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? <p>Share lesson indicator and treat key words with learner .</p>	<p>. State the relationship between ¢2 and ¢10; ¢5 and ¢10; ¢2 and ¢20; ¢5 and ¢20, ¢10 and ¢50</p>  <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with price tags and challenge them to choose appropriate notes or combinations of notes that can buy the items <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to combine different notes that make up GH¢50 <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WEEK EIGHT : LESSON PLAN

SUBJECT: SCIENCE

CLASS: TWO

Week Ending: 11th March, 2022			Class size:
Day : Thursday, 60 minutes		Date : 10th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)		B2.1.2.3.1	
Content standard (code)		B2.1.2.3.	
Performance Indicator		Learners can describe a solid–solid mixture and explain how to separate the components.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		mixtures, solid-solid mixtures.	
T. L .R. (s)		different solid substances such as coins, sand, milo, gari, gravels. Maize grains and chalk.	
Ref:		Science curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 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:	<ul style="list-style-type: none">• Provide learners with solid materials for them to observe, e.g. sand, gari, saw dust, chalk, charcoal and cowpea.• Learners combine two materials at a time and observe what happens.• Learners talk about the mixtures they have formed.• Ask learners whether the products they have formed	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:

	<ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>are the same as the individual materials. How will they call the material combinations they have formed?</p> <ul style="list-style-type: none"> • Assist learners to understand that when they mix two or more things together, they form a mixture and that no new thing forms even though the starting and ending substances may look different from each other. • Explain to learners that they have formed a solid-solid mixture. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners describe a solid–solid mixture</p>	
--	--	--	--

<p>Thursday, 60 minutes</p>	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners describe a solid–solid mixture and explain how to separate the components.</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
-----------------------------	---	---	--

WEEK EIGHT : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending: 11th March, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 8th March, 2022 10th March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL AROUND US			Sub-strand : The Environment and the Weather	
Indicator (code)		B2.2.1.2.1.		
Content standard (code)		B2.2.1.2.		
Performance Indicator		Learners can explain the elements of weather		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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:	Learners explain the elements of weather, e.g. temperature, rainfall/precipitation, humidity, wind and cloud cover. Learners draw weather chart using symbols 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:	

	<ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: Let learners explain the elements of weather</p>	
Thursday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? 	<p>Learners watch videos or pictures of different weather conditions.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

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

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK EIGHT : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending: 11th March, 2022		Class size:	
Day : Friday, 60 minutes		Date : 11th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.5:		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can throw a ball to a partner using the underhand, overhand and sidearm throw pattern.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Cones. Balls		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After warm ups pick up a ball and stand with shoulders straight. Extend the arm with the 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 to practice the skill and give feedback. Use the earlier standing pattern but this time, stretch the throwing arm down and flex the trunk sideways toward the throwing arm. Swing the hand quickly and forcefully to throw the ball forward while extending the trunk upward and forward. Learners practice the skill, observe and give them feedback.	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

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

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK EIGHT : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending: 11th March, 2022			Class size:	
Day : Friday, 60 minutes			Date : 11th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : The Environment	
Indicator (code)		B2. 1.2.1.2		
Content standard (code)		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				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)	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? •What will you do next time to win?		Let learners talk about the desired environment. Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling	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:

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners describe a desired environment.</p>	
--	---	--	--

Vetted by : Signature: Date :

WEEK EIGHT : LESSON PLAN

SUBJECT: HISTORY

CLASS: TWO

Week Ending: 11th March, 2022			Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 8th March, 2022 10th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)		B2.2.1.1.1	
Content standard (code)		B2.2.1.1.	
Performance Indicator		Learners can state the characteristics of the ethnic groups in Ghana	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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 Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	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	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:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners describe a festival of one of the ethnic group</p>	
Thursday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Show documentary/pictures/ internet of a festival of one of the ethnic groups Discuss what the documentary entails.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

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

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK EIGHT : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending: 11th March, 2022		Class size:	
Day : Wednesday, 60 minutes		Date : 9th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)		B2 2.3.4.2	
Content standard (code)		B2 2.3.4.	
Performance Indicator		Learners can plan for a display of own performing artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Learners are to: ☐ watch a short video that shows the natural and manmade environments in other parts of Ghana; ☐ select performances by considering factors such as creativity and originality; Assessment: let learners write plan for a display 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. Independent Activity/ Homework:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>own performing artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities</p>	
Wednesday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ plan the arrangement of own music, dance and drama to share ideas on the natural and manmade environments of other Ghanaian communities <p>Assessment: let learners write plan for a display of own performing artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

Vetted by :

Signature: Date :

WEEK EIGHT : LESSON PLAN

SUBJECT: GHANAIA N LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)		B2.3.1.1.2	
Content standard (code)		B2.3.1.1.	
Performance Indicator		<ul style="list-style-type: none"> Learners should write words clearly and boldly 	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	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	<ul style="list-style-type: none"> Lead learners to say the letters of the alphabet aloud. Call learners individually to say the letters 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.

	<p>pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>the alphabet aloud.</p> <ul style="list-style-type: none"> • Write short words boldly on the board. • Lead learners to mention the words aloud. • Call learners individually to mention the words. • Assist learners to write the words boldly and clearly. <p>Assessment: let learners write words clearly and boldly</p>	<p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>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.</p>	<ul style="list-style-type: none"> • Lead learners to say the letters of the alphabet aloud. • Call learners individually to say the letters of the alphabet aloud. • Write short words boldly on the board. • Lead learners to mention the words aloud. • Call learners individually to mention the words. 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Assist learners to write the words boldly and clearly. <p>Assessment: let learners write words clearly and boldly</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Lead learners to say the letters of the alphabet aloud. • Call learners individually to say the letters of the alphabet aloud. • Write short words boldly on the board. • Lead learners to mention the words aloud. • Call learners individually to mention the words. • Assist learners to write the words boldly and clearly. <p>Assessment: let learners write words clearly and boldly</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

Vetted by :

Signature:

Date :

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC TWO

WEEK 9

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WEEK NINE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending: 18th March, 2022		Class size:
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 14th March, 2022 15th March, 2022 16th March, 2022 17th March, 2022 18th March, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Conversation B. Comprehension C. Controlled Writing D. Using Action Words E. Building The Love and Culture of Reading F.
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 inferential 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	

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	<p>“Pick and act”</p> <ul style="list-style-type: none"> •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. <p>DEBRIEFING:</p> <ol style="list-style-type: none"> 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? <p>Share lesson indicator and treat key words with learner .</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • 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. <p>E.g. People engaged in domestic chores. People at table.</p> <p>Assessment: let learners talk about events at home</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

<p>Tuesday</p>	<p>H-A-N-G-M-A-N SPELLING GAME</p> <p>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.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Have learners read level-appropriate texts in pairs. • Guide learners to ask and answer simple inferential questions on the texts <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners ask and answer factual and inferential questions about level-appropriate texts</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
----------------	--	---	--

<p>Wednesday</p>	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>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!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> Have a simple 3-4 column substitution table on the board. e.g. <table border="1" data-bbox="727 289 1112 514"> <tr> <td>I</td><td>Sing</td><td rowspan="3">at</td><td>School</td></tr> <tr> <td>We</td><td><u>Play</u></td><td>Home</td></tr> <tr> <td>The Boys</td><td>Read</td><td>the park</td></tr> </table> <ul style="list-style-type: none"> 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. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> 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 <p>Assessment: let learners write or copy correct sentences from substitution tables</p>	I	Sing	at	School	We	<u>Play</u>	Home	The Boys	Read	the park	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
I	Sing	at	School										
We	<u>Play</u>		Home										
The Boys	Read		the park										
<p>Thursday</p>	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p>	<p>What new things have you learned today?</p>										

	<p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences.</p> <p>Example learners gain points or each correct sentences they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners use the simple present tense to express habitual actions</p>	<p>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.</p> <p>Independent Activity/ Homework:</p>
Friday	<p>Cover Up</p> <p>Learners in convenient groups.</p>	<p>E.EXTENSIVE READING Use the Author's chair to introduce the reading/ library time.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got</p>

	<p>1. Write a word on the board.</p> <p>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.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	<p>it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
--	---	---	--

Vetted by : Signature: Date :

WEEK NINE : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending: 18th March, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 14th March, 2022 15th March, 2022 16th March, 2022 17th March, 2022 18th March, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : ALGEBRA		Sub-strand : Patterns and Relationships	
Indicator (code)		B2.2.1.1.1	
Content standard (code)		B2.2.1.1.	
Performance Indicator		Learners can demonstrate an understanding of increasing and decreasing number patterns	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		increase, decrease, rule, extend, pattern	
T. L .R. (s)		Number cards 1 to 20, numeral cards in multiples of 2,5 and 10	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	1. Learners write numbers on a ball using a marker.	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	What new things have you learned today?

	<p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>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.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>“add 2 or jump by 2) and extend the pattern for the next 2 or 3 SEMESTERS.</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> Working in pairs, learners identify the errors in these patterns. <p>1) 20, 25, 40, 30, 35</p> <p>2) 30, 40, 50, 70, 60</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> Have learners work in pairs to identify the errors <p>1) 2, 4, 8, 6 2) 30, 35, 40, 50, 45 3) 42, 52, 75, 63.</p> <p>Assessment: have learners to practice with more examples</p>	<p>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.</p> <p>Independent Activity/ Homework:</p>
Tuesday	<p>Learners form convenient groups.</p> <p>Give each group a designed playing cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>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.</p>	<p>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.</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <p>Learners should work in pairs and identify the errors.</p> <p>1) 23, 21, 20, 19, 17</p> <p>2) 42, 52, 32, 22,12</p> <p>High Ability Learners</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 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? <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners should work in pairs and identify the errors.</p> <ol style="list-style-type: none"> 1) 84, 81, 79, 77, 2) 33, 32, 28, 23, 3) 88, 78, 68, 57 <p>Assessment: have learners to practice with more examples</p>	
Wednesday	<ol style="list-style-type: none"> 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. <p>DEBRIEFING</p> <ol style="list-style-type: none"> 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? 	<p>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</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Work in groups of three. Identify the errors in each pattern. <ol style="list-style-type: none"> 1) 15 , 25, 26, 35 2) 4, 14, 24, 34, 45, 44 3) 20, 30, 40, 55, 50 <p>High Ability Learners</p> <ul style="list-style-type: none"> • Identify the errors in these patterns. <ol style="list-style-type: none"> 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 <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner		
Thursday	<p>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</p> <p>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?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>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</p> <p>Differentiated lesson Low Ability Learners • Working in pairs, learners continue these patterns with the next 2 SEMESTERS. 1) 4, 5, 6, 4, 5, 6 _____ 2) 19, 17, 15, 19 _____</p> <p>High Ability Learners • Work in pairs, learners continue these patterns with the next 2 SEMESTERS 1) 72, 73, 74..... 2) 52, 62, 72..... 3) 73, 78, 83.....</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

<p>Friday</p>	<p>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.</p> <p>DEBRIEFING</p> <p>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?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>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</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Have learners create 2 patters decreasing by 1s and 2s. They should work in groups. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Working in pairs, learners create 3 repeated subtraction patterns with decreasing numbers 2, 5 and 10. <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
---------------	--	---	--

Vetted by : Signature: Date :

WEEK NINE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: TWO

Week Ending: 18th March, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 14th March, 2022 17th March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : EARTH SCIENCE			Sub-strand : CYCLES	
Indicator (code)		B2. 2.1.1.1		
Content standard (code)		B2. 2.1.1.		
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		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)	Phase 2: Main (new learning including assessment)	Phase 3: 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	<ul style="list-style-type: none">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 seasons.	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.	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Learners discuss what they like and do not like about the dry season. • Talk about what they like and dislike about the wet season. • Assess learners by asking them to draw and make posters on the dry and wet seasons and colour some human activities that take place during these times. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners mention the importance of some cyclic natural phenomena such as dry and wet seasons</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to</p>	<ul style="list-style-type: none"> • Lead learners to think critically to identify problems related to wet or dry seasons and how 	<p>What new things have you learned today?</p>

	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>such problems can be solved, e.g.</p> <p>How do people get water during dry season?</p> <p>How do people dry their clothes during wet season?</p> <p>What can be done to solve the problem of school compounds getting muddy during the wet season?</p> <p>Assist learners to understand the concept of seasons.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners identify problems related to wet or dry seasons and how such problems can be solved</p>	<p>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.</p> <p>Independent Activity/ Homework:</p>
--	--	---	--

Vetted by :

Signature:

Date :

WEEK NINE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending: 18th March, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 15th March, 2022 17th March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL AROUND US			Sub-strand : Plants and Animals	
Indicator (code)		B2.2.2.1.1.		
Content standard (code)		B2.2.2.1.		
Performance Indicator		Learners can explore the important plants in the community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
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,		
Ref:		Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Learners identify and talk about crops like cocoa, yam, maize, shea butter, etc, and talk about why they are important to the community. e.g. they give us money and food Learners see the real crops, watch	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.	

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>pictures/videos of these important crops</p> <p>Learners draw and colour the important crops in their community</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: Let learners explain the importance of crop plants in the community</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>Play the HOT SEAT game using the key words.</p> <p>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.</p> <p>Repeat for all the key words</p> <p>DEBRIEFING:</p>	<p>Learners talk about caring for crop plants</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. 	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention ways of caring for crop plants</p>	
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK NINE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending: 18th March, 2022		Class size:	
Day : Friday, 60 minutes		Date : 18th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.6		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can catch a flying ball below the waist.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Balls	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners stand straight, with shoulders straight, with the foot opposite the throwing hand slightly forward after demonstration. Let learners stretch their arms and hands fully forward with fingers spread open. As the ball enters their palms, they flex their elbow joints (withdrawing it backwards) while catching the ball simultaneously to reduce the impact. Learners practice the skill. Observe and give them feedback. Learners progress at their own pace.	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

	performan ce and to prevent injuries		Independent Activity/ Homework:
--	---	--	------------------------------------

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK NINE : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending: 18th March, 2022			Class size:	
Day : Friday, 60 minutes			Date : 18th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : Purpose of God’s Creation	
Indicator (code)		B2.1.3.1.1		
Content standard (code)		B2.1.3.1.		
Performance Indicator		Learners can explain the purpose of God’s creation.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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?	Group learners to discuss the usefulness of plants and animals to humankind Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling	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:	

	<p>•What will you do next time to win?</p> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners mention the usefulness of plants and animals to humankind</p>	
--	--	--	--

Vetted by : Signature: Date :

WEEK NINE : LESSON PLAN

SUBJECT: HISTORY

CLASS: TWO

Week Ending: 18th March, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 15th March, 2022 17th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)		B2.2.1.1.1	
Content standard (code)		B2.2.1.1.1	
Performance Indicator		Learners can state the characteristics of the ethnic groups in Ghana	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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 Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	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	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:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners describe a festival of one of the ethnic group</p>	
Thursday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Show documentary / pictures/ internet of a festival of one of the ethnic groups Discuss what the documentary entails.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

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

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK NINE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending: 18th March, 2022		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 14th March, 2022 16th March, 2022	
Period : 2 2		Lesson : 1 of 1 1 of 1	
Strand : VISUAL ARTS , PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B2 1.3.4.2		B2 2.3.5.1
Content standard (code)	B2 1.3.4.		B2 2.3.5.
Performance Indicator	<ul style="list-style-type: none">• Learners can 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• 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 Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Learners are to: ☐ plan a display of own artworks that reflect the people in other Ghanaian cultures;	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.

	<p>means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☑ plan the arrangement of own artworks to share, educate and inform the public on the natural and manmade environments in other Ghanaian cultures.</p> <p>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</p>	<p>Independent Activity/ Homework:</p>
Wednesday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? 	<p>Learners are to:</p> <p>☑ watch a video or live performance of music, dance and drama of people in other parts of Ghana;</p> <p>☑ perform some of the music, dance and drama performed during festivals of people in those Ghanaian communities;</p> <p>☑ perform own music, dance and drama compositions to share ideas, educate and inform the public on the history and culture of</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>•What will you do next time to win?</p> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>people in other parts of Ghana.</p> <p>Assessment: let learners perform own artworks to share creative experiences that reflect the history and culture or way of life of people in other communities in Ghana</p>	
--	--	---	--

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

NANA FIIFI ACQUAH SCH

WEEK NINE : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)		B2.3.1.1.3	
Content standard (code)		B2.3.1.1.	
Performance Indicator		<ul style="list-style-type: none"> Learners should copy simple sentences clearly and boldly. 	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	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	<ul style="list-style-type: none"> Write simple sentences boldly on the board. Lead learners to read the sentences. Assist learners to write 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.

	<p>pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>sentences boldly and clearly</p> <p>Assessment: let learners copy simple sentences clearly and boldly.</p>	<p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>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</p> <p>The team that is able to read and write more words becomes the winner.</p>	<ul style="list-style-type: none"> • Write simple sentences boldly on the board. • Lead learners to read the sentences. • Assist learners to write the sentences boldly and clearly <p>Assessment: let learners copy simple sentences clearly and boldly.</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Write simple sentences boldly on the board. • Lead learners to read the sentences. • Assist learners to write the sentences boldly and clearly <p>Assessment: let learners copy simple sentences clearly and boldly.</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC TWO

WEEK 10

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WEEK TEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending: 25th March, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 21st March, 2022 22nd March, 2022 23rd March, 2022 24th March, 2022 25th March, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Controlled Writing D. Using Adjectives E. Building The Love and Culture of Reading	
Indicator (code)	B2.1.7.1.1	B2.2.7.1.2. B2.6.1.1.1	B2.4.7.1.1 B2.5.5.1.1.
Content standard (code)	B2.1.7.1.	B2.2.7.1.. B2.6.1.1.	B2.4.7.1. B2.5.5.1..
Performance Indicator	A. Learners can listen to and interact actively with drama B. Learners can ask and answer factual and inferential questions about level-appropriate texts C. Learners can write or copy correct sentences from substitution tables D. Learners can identify and use simple sentences to describe the weather E. Learners can read a variety of age and level-appropriate books and texts from print 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)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. <p>DEBRIEFING What did you like about the game? What did you dislike about the game?</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Before Reading <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – Have learners retell the story. • Let learners role-play the story. <p>Assessment: let learners listen to and interact actively with drama</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>						
Tuesday	<p>Guess the flashcard</p> <p>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 –</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Have learners read level-appropriate texts in pairs. • Guide learners to ask and answer simple inferential questions on the texts. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners answer factual and inferential questions about level-appropriate texts</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>				
Wednesday	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> • Have a simple 3-4 column substitution table on the board. e.g. <table border="1"> <tr> <td>I</td> <td>Sing</td> <td></td> <td>School</td> </tr> </table>	I	Sing		School	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' ,</p>
I	Sing		School				

	<p>card with an inscription (a pattern or a letter)</p> <p>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!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<table border="1"> <tr> <td>We</td><td>Play</td><td>at</td><td>Home</td></tr> <tr> <td>The Boys</td><td>Read</td><td></td><td>the park</td></tr> </table> <ul style="list-style-type: none"> 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 <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> 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 <p>Assessment: let learners ask and answer factual and inferential questions about level-appropriate texts</p>	We	Play	at	Home	The Boys	Read		the park	<p>'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
We	Play	at	Home								
The Boys	Read		the park								
Thursday	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things, e.g:</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' ,</p>								

	<p>Using word cards, learners arrange the words to form grammatically correct sentences.</p> <p>Example learners gain points or each correct sentences they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>weather - It is cold. quantity – I have two pens. position or order of people and things – She is on the first row.</p> <p>Assessment: let learners write or copy correct sentences from substitution tables</p>	<p>‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Friday	<p>Cover Up</p> <p>Learners in convenient groups.</p>	<p>E.EXTENSIVE READING Use the Author’s chair to introduce the reading/ library time.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ ,</p>

	<p>1. Write a word on the board.</p> <p>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.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	<p>'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
--	---	---	--

WEEK TEN : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending: 25th March, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 21st March, 2022 22nd March, 2022 23rd March, 2022 24th March, 2022 25th March, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : 2D and 3D Shapes	
Indicator (code)		B2.3.1.1.1	
Content standard (code)		B2.3.1.1.	
Performance Indicator		Learners can identify the common features or attributes of a collection of 3D objects (spheres, cylinders, cones, pyramids, cubes) of different dimensions or orientations.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Cylinder, cube, cuboid, cone, sphere, attribute, face, edge, corner, curved, flat, same, different.	
T. L .R. (s)		Sheets of paper, cardboard, colour pencils, 3D objects, pictures of 3D objects	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

Monday	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>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.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with 3D objects to identify and name. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to differentiate among 2D shapes found in the 3D objects. <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
Tuesday	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>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.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p>	<p>Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with a cube and a cuboid and criteria to describe them. <p>Learners</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>also identify objects that are considered cubes or cuboid in the environment.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to identify 2D shapes found in a cube and cuboid and describe them using I given criteria. <p>Assessment: have learners to practice with more examples</p>	
Wednesday	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>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.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p>	<p>Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with a cylinder and a cone and criteria to describe them. <p>Learners also identify objects that are considered cylinders and cones in the environment.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to identify the 2D shapes found in a cylinder and a cone and describe them using I given criteria. 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .	Assessment: have learners to practice with more examples	
Thursday	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>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.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with a sphere and criteria to describe it. Learners also identify objects that are spherical in the environment. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to identify the 2D shape found in a sphere and describe it using given criteria. <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
Friday	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>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.</p>	<p>Identify examples of these 3D objects in the classroom and community</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with a 3D object to 	<p>What new things have you learned today?</p> <p>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.</p>

	<p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>describe using I given criteria. Learners also draw a cone and a sphere</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • Learners, in blindfolds, differentiate between a cube and a cuboid. Learners also draw a cube and a cuboid <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>
--	--	--	--

Vetted by : Signature: Date :

WEEK TEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: TWO

Week Ending: 25th March, 2022		Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 21st March, 2022 24th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : CYCLES		Sub-strand : EARTH SCIENCE	
Indicator (code)		B2.2.1.2.1	
Content standard (code)		B2.2.1.2.	
Performance Indicator		Learners can identify sources of light to the earth	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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 curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	<ul style="list-style-type: none">Learners mention sources of light at home and at the school.Assemble different sources of light (realia and pictures): stars, torch, lantern, lightning, fireflies, forest fires, light bulbs, candle light etc.	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.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Learners identify and draw sources of light in their environment. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners identify and draw sources of light in their environment.</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? 	<ul style="list-style-type: none"> • 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? 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>•What will you do next time to win?</p> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners classify sources of light as artificial or natural.</p>	
--	--	---	--

Vetted by :

Signature:

Date :

WEEK TEN : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending: 25th March, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 22nd March, 2022 24th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL AROUND US		Sub-strand : Plants and Animals	
Indicator (code)		B2.2.2.1.1.	
Content standard (code)		B2.2.2.1.	
Performance Indicator		Learners can explore the important plants in the community	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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,	
Ref:		Our World Our People curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Learners identify and talk about crops like cocoa, yam, maize, shea butter, etc, and talk about why they are important to the community. e.g. they give us money and food Learners see the real crops, watch	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.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>pictures/videos of these important crops</p> <p>Learners draw and colour the important crops in their community</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: Let learners explain the importance of crop plants in the community</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>Play the HOT SEAT game using the key words.</p> <p>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.</p> <p>Repeat for all the key words</p> <p>DEBRIEFING:</p>	<p>Learners talk about caring for crop plants</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. 	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention ways of caring for crop plants</p>	
--	--	--	--

Vetted by :.....

Signature:

Date :

WEEK TEN : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending: 25th March, 2022		Class size:	
Day : Friday, 60 minutes		Date : 25th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.7		
Content standard (code)	B2.1.2.1.7		
Performance Indicator	Learners can Kick a stationary ball using a smooth continuous running approach.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After taking learners through warm up, place a ball at stationary position. Move back about 5m away from the ball. Run and kick the ball forward with the instep of the foot. Guide learners to practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.	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

	performan ce and to prevent injuries		Independent Activity/ Homework:
--	---	--	------------------------------------

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK TEN : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending: 25th March, 2022			Class size:	
Day : Friday, 60 minutes			Date : 25th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : Purpose of God’s Creation	
Indicator (code)		B2.1.3.1.1		
Content standard (code)		B2.1.3.1.		
Performance Indicator		Learners can explain the purpose of God’s creation.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)			Pictures	
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)	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? •What will you do next time to win?		Let learners identify the uses of animals and plants. Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar 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:

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners identify the uses of animals and plants.</p>	
--	---	--	--

Vetted by : Signature: Date :

WEEK TEN : LESSON PLAN

SUBJECT: HISTORY

CLASS: TWO

Week Ending: 25th March, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 22nd March, 2022 24th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)		B2.2.1.1.1	
Content standard (code)		B2.2.1.1.	
Performance Indicator		Learners can state the characteristics of the ethnic groups in Ghana	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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 Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	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	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:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners describe a festival of one of the ethnic group</p>	
Thursday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Show documentary/pictures/ internet of a festival of one of the ethnic groups Discuss what the documentary entails.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

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

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK TEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending: 25th March, 2022		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 21st March, 2022 23rd March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : VISUAL ARTS PERFORMING ARTS		Sub-strand : Displaying and Sharing Appreciating and Appraising	
Indicator (code)	B2 1.3.5.1	B2 2.4.7.2	
Content standard (code)	B2 1.3.5.	B2 2.4.7.	
Performance Indicator	<ul style="list-style-type: none">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 communitiesLearners can report own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Learners are to: ☑ display portfolio of own visual artworks to educate and inform the public on artworks that reflect the history and culture of people in other parts of 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

	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>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</p>	<p>it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Wednesday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? 	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ display (real/photographs/video) selected own and others' displayed performing artworks ☐ talk about the works dispassionately using agreed guidelines; ☐ use the outcome of the appreciation/appraisal to modify the performance or to present similar or different music, dance and drama artworks. <p>Suggested Process/Steps</p> <ul style="list-style-type: none"> ☐ talk about, appreciate and appraise own and/or others' 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>compositions and performances using the guidelines above dispassionately;</p> <p>☑ use the outcome of the appreciation/appraisal to modify the product or to produce a similar or different composition or performance;</p> <p>☑ record/document the activity and share using a platform accepted social media by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp);</p> <p>Assessment: let learners write report own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved</p>	
--	--	--	--

Vetted by : Signature: Date :

WEEK TEN : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Capitalization)	
Indicator (code)	B2.5.1.1.1. B2.5.1.1.2 B2.5.1.1.3		
Content standard (code)	B2.5.1.1. B2.5.1.1. B2.5.1.1.		
Performance Indicator	<ul style="list-style-type: none"> 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 Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board.	<ul style="list-style-type: none"> Let learners say the letters of the alphabet as a group. 	What new things have you learned today? Learning progress voting: Ask learners to show by their

	<p>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.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners write proper nouns with capital letters</p>	<p>fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>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</p>	<ul style="list-style-type: none"> • 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. 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Let learners write the sentences making sure that each sentence is started with a capital letter. <p>Assessment: let learners use capital letters to start sentences</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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 each sentence. • Lead learners to read the simple sentences aloud. • Call individual learners to read the sentences. • Let learners write the sentences making sure that each sentence is dotted at the end, and another started with a capital letter. <p>Assessment: let learners use capital letters after full stops.</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

Vetted by :

Signature: Date :

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC TWO

WEEK 11

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WEEK ELEVEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending: 1st April, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 28th March, 2022 29th March, 2022 30th March, 2022 31st March, 2022 1st April, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Controlled Writing D. Using Adjectives E. Building The Love and Culture of Reading A.	
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. B2.6.1.1.
Performance Indicator	A. Learners can recognise and relate the sequence of events (beginning, middle and end) in drama B. Learners can retell level-appropriate texts in own words C. Learners can write or copy correct sentences from substitution tables D. Learners can identify and use simple sentences to describe the weather A. Learners can read a variety of age and level-appropriate books and texts from print 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)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	DAY	Phase 1: Starter (preparing the brain for learning)
Monday	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • 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). <p>Assessment: let learners identify sequence of events (beginning, middle and end) in drama</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .												
Tuesday	<p>Learners watch/listen to a story /folktale. (Intersperse the story with songs and gestures)</p> <p>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 ?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Revise some previous stories told. • Have learners retell a story using simple herring-bone strategies <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners retell level-appropriate texts in own words</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>										
Wednesday	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>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</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> • Have a simple 3-4 column substitution table on the board. e.g. <table border="1"> <tr> <td>I</td><td>Sing</td><td rowspan="3">at</td><td>School</td></tr> <tr> <td>We</td><td>Play</td><td>Home</td></tr> <tr> <td>The Boys</td><td>Read</td><td>the park</td></tr> </table>	I	Sing	at	School	We	Play	Home	The Boys	Read	the park	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
I	Sing	at	School										
We	Play		Home										
The Boys	Read		the park										

	<p>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!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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 <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners write or copy correct sentences from substitution tables</p>	
Thursday	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences.</p> <p>Example</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>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.</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>learners gain points or each correct sentences they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners use simple sentences to describe the weather</p>	
Friday	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. 	<p>E.EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • 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. 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

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

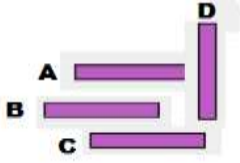
Vetted by : Signature: Date :

WEEK ELEVEN : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending: 1st April, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 28th March, 2022 29th March, 2022 30th March, 2022 31st March, 2022 1st April, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 4 2 of 4 3 of 4 4 of 4	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Position/Transformation	
Indicator (code)	B2.3.2.1.1: B2.3.3.1.1		
Content standard (code)	B2.3.2.1. B2.3.3.1.		
Performance Indicator	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 nonstandard units		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday</p>	<p>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</p>	<p>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?</p>  <p>Then ask them to pick the sticks and put them side by side to see if they have equal length.</p> <p>Differentiated lesson Low Ability Learners Learners to identify the position of objects in relation to other objects.</p> <p>High Ability Learners Task learners to place objects in different positions and describe them.</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
<p>Tuesday</p>	<p>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.</p>	<p>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,</p>	<p>What new things have you learned today?</p> <p>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.</p>

<p>3. Learners use one part of their body to try to measure the length, height, or width of desk, pencils, exercise books, tables etc.</p> <p>4. Learners work with partners to give each other measurement challenge to measure.</p> <p>DEBRIEFING</p> <p>1. How did you feel playing the game? Why?</p> <p>2. What did you measure? How long/short was it?</p> <p>3. Are the measurements the same? Why?</p> <p>4. How can we measure the length, height and width of the classroom?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>paper clips, pencil lengths, etc.), estimates, and actual measures.</p> <p>Have learners copy table in their exercise book, record their personal estimates and then work with a</p> <table><tr><td>Math textbook</td><td>thumb widths or bottle caps</td></tr><tr><td>Math textbook</td><td>pencil lengths or match sticks</td></tr><tr><td>Desk</td><td>hand widths</td></tr><tr><td>Desk</td><td>pencil lengths or match sticks</td></tr></table> <p>partner to measure and record the actual measurements. As learners work, go around the classroom to ensure they are using appropriate procedures</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none">• Learners measure objects and record the number of counts. <p>High Ability Learners</p> <ul style="list-style-type: none">• 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? <p>Assessment: have learners to practice with more examples</p>	Math textbook	thumb widths or bottle caps	Math textbook	pencil lengths or match sticks	Desk	hand widths	Desk	pencil lengths or match sticks	<p>Independent Activity/ Homework:</p>
Math textbook	thumb widths or bottle caps									
Math textbook	pencil lengths or match sticks									
Desk	hand widths									
Desk	pencil lengths or match sticks									

Wednesday	<p>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.</p> <p>3. Learners use one part of their body to try to measure the length, height, or width of desk, pencils, exercise books, tables etc.</p> <p>4. Learners work with partners to give each other measurement challenge to measure.</p> <p>DEBRIEFING</p> <p>1. How did you feel playing the game? Why?</p> <p>2. What did you measure? How long/short was it?</p> <p>3. Are the measurements the same? Why?</p> <p>4. How can we measure the length, height and width of the classroom?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Explain why the number of non-standard units an object measures varies depending upon the size of the non-standard unit used (example: why the measuring lengths using paperclips results in a higher number than measuring lengths with pencils).</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Learners measure objects and record the number of counts. <p>High Ability Learners</p> <ul style="list-style-type: none"> • 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? <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>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.</p>	<p>Selecting an appropriate non-standard unit for measuring the length, height, distance around, capacity or mass (weight) of a given object, estimating the length, capacity or mass (weight) in non-standard units, and then comparing</p>	<p>What new things have you learned today?</p> <p>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.</p>

	<p>3. Learners use one part of their body to try to measure the length, height, or width of desk, pencils, exercise books, tables etc.</p> <p>4. Learners work with partners to give each other measurement challenge to measure.</p> <p>DEBRIEFING</p> <p>1. How did you feel playing the game? Why?</p> <p>2. What did you measure? How long/short was it?</p> <p>3. Are the measurements the same? Why?</p> <p>4. How can we measure the length, height and width of the classroom?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>the estimate with the actual measure</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Learners tell how many pencils or match sticks will measure a given item. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Learners tell which item will be the best for measuring a particular object and state why. <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>
Friday	<p>Learners form convenient groups.</p> <p>. 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.</p> <p>3. Learners use one part of their body to try to measure the length, height, or width of desk, pencils, exercise books, tables etc.</p> <p>4. Learners work with partners to give each other measurement challenge to measure.</p>	<p>Comparing and ordering objects by length, height, distance around, capacity or mass (weight), using non-standard units, and describing the relative size of the objects (Give learners a series of 3 objects. Have them measure the objects using a non-standard unit and then arrange them from shortest to longest, based on the results)</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Learners tell how many pencils or match sticks will measure a given item. <p>High Ability Learners</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING</p> <p>1. How did you feel playing the game? Why?</p> <p>2. What did you measure? How long/short was it?</p> <p>3. Are the measurements the same? Why?</p> <p>4. How can we measure the length, height and width of the classroom?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>• Learners tell which item will be the best for measuring a particular object and state why.</p> <p>Assessment: have learners to practice with more examples</p>	
--	--	---	--

Vetted by : Signature: Date :

WEEK ELEVEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: TWO

Week Ending: 1st April, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 28th March, 2022 31st March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : CYCLES			Sub-strand : EARTH SCIENCE	
Indicator (code)		B2.2.1.4.1		
Content standard (code)		B2.2.1.4.		
Performance Indicator		Learners can find out the qualities of good drinking water		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		sea, River, Tap water, Lake, Lagoon water, Natural, Artificial, Stream.		
T. L .R. (s)		Pictures		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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:	<ul style="list-style-type: none">• Learners mention the sources of water we drink and use in their homes and communities.• Supply learners with samples of water from different sources, i.e. river, pond, well and bottled water. Caution: learners should not taste any of the water samples.	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:	

	<ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • In groups learners examine the water samples for the following: solid particles (using hand lens), colour and odour (smell). <p>Each group presents their findings.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners mention the sources of water</p>	
Thursday	<p>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</p>	<ul style="list-style-type: none"> • Display to learners, samples of good drinking water and assist them to infer that good drinking water has no colour, and no odour and is free from solid particles. • Learners explain what will happen when they 	<p>What new things have you learned today?</p> <p>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.</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>drink water that has particles, odour and colour in it.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners mention out the qualities of good drinking water</p>	<p>Independent Activity/ Homework:</p>
--	---	--	--

Vetted by :.....

Signature:

Date :

WEEK ELEVEN : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending: 1st April, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 29th March, 2022 31st March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL AROUND US		Sub-strand : Plants and Animals	
Indicator (code)		B2.2.2.1.1.	
Content standard (code)		B2.2.2.1.	
Performance Indicator		Learners can explore the important plants in the community	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		rules, home, knock, door, a apologise, 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 curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Learners identify and talk about crops like cocoa, yam, maize, shea butter, etc, and talk about why they are important to the community. e.g. they give us money and food Learners see the real crops, watch	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.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>pictures/videos of these important crops</p> <p>Learners draw and colour the important crops in their community</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: Let learners explain the importance of crop plants in the community</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>Play the HOT SEAT game using the key words.</p> <p>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.</p> <p>Repeat for all the key words</p> <p>DEBRIEFING:</p>	<p>Learners talk about caring for crop plants</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. 	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention ways of caring for crop plants</p>	
--	--	--	--

Vetted by : Signature: Date :

WEEK ELEVEN : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending: 1st April, 2022		Class size:	
Day : Friday, 60 minutes		Date : 1st April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.8		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can hand-dribble by controlling a ball for a sustained period		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Balls	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners bounce ball continuously on the spot or while moving for a sustained period after warm up. Observe learners as they practice and give them support and feedback. Allow individuals to progress at his or her own pace. Organise a mini handball or basketball game. End lesson with cool down activities	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 :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending: 1st April, 2022		Class size:	
Day : Friday, 60 minutes		Date : 1st April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : God, His Creation and Attributes		Sub-strand : Purpose of God’s Creation	
Indicator (code)		B2.1.3.1.1	
Content standard (code)		B2.1.3.1.	
Performance Indicator		Learners can explain the purpose of God’s creation.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		RME curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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? •What will you do next time to win?	Let learners draw and colour useful plants and animals. Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling	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:

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners draw and colour useful plants and animals</p>	
--	---	--	--

Vetted by : Signature: Date :

WEEK ELEVEN : LESSON PLAN

SUBJECT: HISTORY

CLASS: TWO

Week Ending: 1st April, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 29th March, 2022 31st March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)		B2.2.1.1.1	
Content standard (code)		B2.2.1.1.	
Performance Indicator		Learners can state the characteristics of the ethnic groups in Ghana	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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 Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Show documentary / pictures/ internet of a festival of one of the ethnic groups Discuss what the documentary entails. 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:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners describe a festival of one of the ethnic group</p>	
Thursday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? 	<p>Show documentary / pictures/ internet of a festival of one of the ethnic groups Discuss what the documentary entails.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>•What will you do next time to win?</p> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners describe a festival of one of the ethnic group</p>	
--	--	---	--

Vetted by : Signature: Date :

WEEK ELEVEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending: 1st April, 2022			Class size:
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 28th March, 2022 30th March, 2022	
Period : 2 2		Lesson : 1 of 1 1 of 1	
Strand : VISUAL ARTS , PERFORMING ARTS		Sub-strand : Appreciating and Appraising	
Indicator (code)	B2 1.4.6.2	B2 2.4.6.2	
Content standard (code)	B2 1.4.6.	B2 2.4.6.	
Performance Indicator	<ul style="list-style-type: none">• Learners can agree on guidelines for assessing and deriving meaning from own and others’ displayed visual artworks• Learners can agree on guidelines for assessing and deriving meaning from own and others’ performing artworks as representations of artworks produced or found in other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Learners are to: ☐ agree on guidelines for deducing the meaning of each artwork displayed; ☐ discuss how to use the guidelines to express 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’ ,

	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>meaning of each displayed artwork.</p> <p>Suggested Process/Steps</p> <ul style="list-style-type: none"> ☐ discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested above; ☐ identify the correct vocabulary to use for appreciating and appraising artworks ☐ agree on what to use the appraisal report for and how to share it; ☐ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☐ fix a day/date for the appreciation/appraisal/jury <p>Assessment: let learners write guidelines for assessing and deriving meaning from own and others' displayed visual artworks</p>	<p>'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Wednesday	<p>Play the HOT SEAT game using the key words.</p> <p>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</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ 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 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners write guidelines for assessing and deriving meaning from own and others' performing artworks as representations of artworks produced or found in other Ghanaian communities</p>	
--	---	---	--

Vetted by : Signature: Date :

WEEK ELEVEN : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of Action Words)	
Indicator (code)	B2.5.2.1.1. B2.5.3.1.1		
Content standard (code)	B2.5.2.1. B2.5.3.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners should know what the full stop and the comma are. Learners should write two-letter present tense action words 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups.	<ul style="list-style-type: none"> Let learners demonstrate the morning greeting. 	What new things have you learned today?

	<p>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.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. • Discuss what a full stop is with learners. • Discuss what a comma is with learners. • Assist learners to tell what full stop and commas are. <p>Assessment: let learners punctuate simple sentences</p>	<p>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.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>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</p>	<ul style="list-style-type: none"> • 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. 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Let learners write two-letter present tense action words <p>Assessment: let learners write two-letter present tense action words</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. • Let learners write two-letter present tense action words <p>Assessment: let learners write two-letter present tense action words</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

Vetted by :

Signature: Date :

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC TWO

WEEK 12

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WEEK TWELVE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending: 8th April, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 4th April, 2022 5th April, 2022 6th April, 2022 7th April, 2022 8th April, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : B. Listening Comprehension C. Comprehension D. Controlled Writing E. Using Adjectives 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.. 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 Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • 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). <p>Assessment: let learners identify sequence of events (beginning, middle and end) in drama</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

Tuesday	<p>Learners watch/listen to a story /folktale. (Intersperse the story with songs and gestures)</p> <p>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 ?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Revise some previous stories told. • Have learners retell a story using simple herring-bone strategies <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners retell level-appropriate texts in own words</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>																						
Wednesday	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>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.</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> • Have a simple 3-4 column substitution table on the board. <p>e.g.</p> <table border="1"> <tr> <td>I</td><td>Sing</td><td rowspan="3">at</td><td>School</td></tr> <tr> <td>W</td><td><u>Play</u></td><td>Home</td></tr> <tr> <td>Th</td><td>Read</td><td>the park</td></tr> <tr> <td>e</td><td></td><td></td><td></td></tr> <tr> <td>Bo</td><td></td><td></td><td></td></tr> <tr> <td>ys</td><td></td><td></td><td></td></tr> </table>	I	Sing	at	School	W	<u>Play</u>	Home	Th	Read	the park	e				Bo				ys				<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
I	Sing	at	School																						
W	<u>Play</u>		Home																						
Th	Read		the park																						
e																									
Bo																									
ys																									

	<p>They all do the card passing and drawing in turns. When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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 <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners use simple sentences to describe the weather</p>	
Thursday	<p>Sentence Scrabble (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences.</p> <p>Example learners gain points or each correct sentences they come up with,</p>	<p>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.</p> <p>Assessment: let learners use simple sentences to describe the weather</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p>DEBRIEFING</p> <p>How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>		
Friday	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. 	<p>E.EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>Assessment</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>		
--	---	--	--

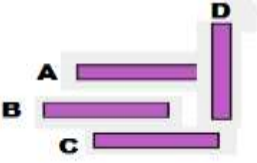
Vetted by : Signature: Date :

WEEK TWELVE : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending: 8th April, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 4th April, 2022 5th April, 2022 6th April, 2022 7th April, 2022 8th April, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 4 2 of 4 3 of 4 4 of 4	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Position/Transformation	
Indicator (code)	B2.3.2.1.1: B2.3.3.1.1		
Content standard (code)	B2.3.2.1. B2.3.3.1.		
Performance Indicator	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 nonstandard units		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday</p>	<p>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</p>	<p>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?</p>  <p>Then ask them to pick the sticks and put them side by side to see if they have equal length.</p> <p>Differentiated lesson Low Ability Learners Learners to identify the position of objects in relation to other objects.</p> <p>High Ability Learners Task learners to place objects in different positions and describe them.</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
<p>Tuesday</p>	<p>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</p>	<p>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</p>	<p>What new things have you learned today?</p> <p>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.</p>

	<p>measure the length, height, or width of desk, pencils, exercise books, tables etc.</p> <p>4. Learners work with partners to give each other measurement challenge to measure.</p> <p>DEBRIEFING</p> <p>1. How did you feel playing the game? Why?</p> <p>2. What did you measure? How long/short was it?</p> <p>3. Are the measurements the same? Why?</p> <p>4. How can we measure the length, height and width of the classroom?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>lengths, etc.), estimates, and actual measures.</p> <p>Have learners copy table in their exercise book, record their personal estimates and then work with a partner to measure and record the</p> <table><tr><td>Math textbook</td><td>thumb widths or bottle caps</td></tr><tr><td>Math textbook</td><td>pencil lengths or match sticks</td></tr><tr><td>Desk</td><td>hand widths</td></tr><tr><td>Desk</td><td>pencil lengths or match sticks</td></tr></table> <p>actual measurements. As learners work, go around the classroom to ensure they are using appropriate procedures</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none">• Learners measure objects and record the number of counts. <p>High Ability Learners</p> <ul style="list-style-type: none">• 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? <p>Assessment: have learners to practice with more examples</p>	Math textbook	thumb widths or bottle caps	Math textbook	pencil lengths or match sticks	Desk	hand widths	Desk	pencil lengths or match sticks	<p>Independent Activity/ Homework:</p>
Math textbook	thumb widths or bottle caps										
Math textbook	pencil lengths or match sticks										
Desk	hand widths										
Desk	pencil lengths or match sticks										

Wednesday	<p>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.</p> <p>3. Learners use one part of their body to try to measure the length, height, or width of desk, pencils, exercise books, tables etc.</p> <p>4. Learners work with partners to give each other measurement challenge to measure.</p> <p>DEBRIEFING</p> <p>1. How did you feel playing the game? Why?</p> <p>2. What did you measure? How long/short was it?</p> <p>3. Are the measurements the same? Why?</p> <p>4. How can we measure the length, height and width of the classroom?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Explain why the number of non-standard units an object measures varies depending upon the size of the non-standard unit used (example: why the measuring lengths using paperclips results in a higher number than measuring lengths with pencils).</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Learners measure objects and record the number of counts. <p>High Ability Learners</p> <ul style="list-style-type: none"> • 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? <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>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.</p> <p>3. Learners use one part of their body to try to</p>	<p>Selecting an appropriate non-standard unit for measuring the length, height, distance around, capacity or mass (weight) of a given object, estimating the length, capacity or mass (weight) in non-standard units, and then comparing the estimate with the actual measure</p>	<p>What new things have you learned today?</p> <p>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.</p>

	<p>measure the length, height, or width of desk, pencils, exercise books, tables etc.</p> <p>4. Learners work with partners to give each other measurement challenge to measure.</p> <p>DEBRIEFING</p> <p>1. How did you feel playing the game? Why?</p> <p>2. What did you measure? How long/short was it?</p> <p>3. Are the measurements the same? Why?</p> <p>4. How can we measure the length, height and width of the classroom?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Learners tell how many pencils or match sticks will measure a given item. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Learners tell which item will be the best for measuring a particular object and state why. <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>
Friday	<p>Learners form convenient groups.</p> <p>. 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.</p> <p>3. Learners use one part of their body to try to measure the length, height, or width of desk, pencils, exercise books, tables etc.</p> <p>4. Learners work with partners to give each other measurement challenge to measure.</p> <p>DEBRIEFING</p>	<p>Comparing and ordering objects by length, height, distance around, capacity or mass (weight), using non-standard units, and describing the relative size of the objects (Give learners a series of 3 objects. Have them measure the objects using a non-standard unit and then arrange them from shortest to longest, based on the results)</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Learners tell how many pencils or match sticks will measure a given item. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Learners tell which item will be the best for measuring a particular object and state 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>1. How did you feel playing the game? Why?</p> <p>2. What did you measure? How long/short was it?</p> <p>3. Are the measurements the same? Why?</p> <p>4. How can we measure the length, height and width of the classroom?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>why.</p> <p>Assessment: have learners to practice with more examples</p>	
--	---	---	--

Vetted by : Signature: Date :

WEEK TWELVE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: TWO

Week Ending: 8th April, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 4th April, 2022 7th April, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : CYCLES			Sub-strand : EARTH SCIENCE	
Indicator (code)		B2.2.1.4.1		
Content standard (code)		B2.2.1.4.		
Performance Indicator		Learners can find out the qualities of good drinking water		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		sea, River, Tap water, Lake, Lagoon water, Natural, Artificial, Stream.		
T. L .R. (s)		Pictures		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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:	<ul style="list-style-type: none">Learners mention the sources of water we drink and use in their homes and communities.Supply learners with samples of water from different sources, i.e. river, pond, well and bottled water. Caution: learners should not taste any of the water samples.	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:	

	<ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • In groups learners examine the water samples for the following: solid particles (using hand lens), colour and odour (smell). <p>Each group presents their findings.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners mention the sources of water</p>	
Thursday	<p>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</p>	<ul style="list-style-type: none"> • Display to learners, samples of good drinking water and assist them to infer that good drinking water has no colour, and no odour and is free from solid particles. • Learners explain what will happen when they 	<p>What new things have you learned today?</p> <p>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.</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>drink water that has particles, odour and colour in it.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners mention out the qualities of good drinking water</p>	<p>Independent Activity/ Homework:</p>
--	---	--	--

Vetted by :.....

Signature: Date :

WEEK TWELVE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending: 8th April, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 5th April, 2022 7th April, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL AROUND US		Sub-strand : Plants and Animals	
Indicator (code)		B2.2.2.1.1.	
Content standard (code)		B2.2.2.1.	
Performance Indicator		Learners can explore the important plants in the community	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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,	
Ref:		Our World Our People curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Learners identify and talk about crops like cocoa, yam, maize, shea butter, etc, and talk about why they are important to the community. e.g. they give us money and food Learners see the real crops, watch	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.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>pictures/videos of these important crops</p> <p>Learners draw and colour the important crops in their community</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: Let learners explain the importance of crop plants in the community</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>Play the HOT SEAT game using the key words.</p> <p>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.</p> <p>Repeat for all the key words</p> <p>DEBRIEFING:</p>	<p>Learners talk about caring for crop plants</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. 	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention ways of caring for crop plants</p>	
--	--	--	--

NANA FIIFI ACQUAH SCH

Vetted by : Signature: Date :

WEEK TWELVE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending: 8th April, 2022		Class size:	
Day : Friday, 60 minutes		Date : 8th April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B2.1.2.1.9		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can demonstrate the different effects of varying arm and hand speeds when hand-dribbling a ball.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Balls		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners go through the warm up activities. Learners bounce balls (dribble) from one point to the other with varying speed. Help learners to understand that varying the arms and hands speed enables the players to control their movement. Observe learners practice and give them corrective feedback for improvement. Organise a mini handball or basketball game for learners to apply the skill in a real-life situation with fun and enjoyment. End lesson with slow jogging to aid fast recovery	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

	performan ce and to prevent injuries		Independent Activity/ Homework:
--	---	--	------------------------------------

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending: 8th April, 2022			Class size:	
Day : Friday, 60 minutes			Date : 8th April, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : Purpose of God’s Creation	
Indicator (code)		B2.1.3.1.1		
Content standard (code)		B2.1.3.1.		
Performance Indicator		Learners can explain the purpose of God’s creation.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	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? •What will you do next time to win?	Let learners draw and colour useful plants and animals. Assessment: let learners draw and colour useful plants and animals	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:	

WHATSAPP ONLY 0245350591

	Share lesson indicator and treat key words with learner		
	Share lesson indicator and treat key words with learner .		

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK TWELVE : LESSON PLAN

SUBJECT: HISTORY

CLASS: TWO

Week Ending: 8th April, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 5th April, 2022 7th April, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : The People Of Ghana	
Indicator (code)		B2.2.1.1.1	
Content standard (code)		B2.2.1.1.	
Performance Indicator		Learners can state the characteristics of the ethnic groups in Ghana	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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 Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Show documentary / pictures/ internet of a festival of one of the ethnic groups Discuss what the documentary entails. 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:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners describe a festival of one of the ethnic group</p>	
Thursday	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •How did you feel during the game? •What new words did you learn? •How does it feel to win? 	<p>Show documentary / pictures/ internet of a festival of one of the ethnic groups Discuss what the documentary entails.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>•What will you do next time to win?</p> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners describe a festival of one of the ethnic group</p>	
--	--	---	--

Vetted by : Signature: Date :

WEEK TWELVE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending: 8th April, 2022		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 4th April, 2022 6th April, 2022	
Period : 2 2		Lesson : 1 of 1 1 of 1	
Strand : VISUAL ARTS , PERFORMING ARTS		Sub-strand : Appreciating and Appraising	
Indicator (code)	B2 1.4.6.2	B2 2.4.6.2	
Content standard (code)	B2 1.4.6.	B2 2.4.6.	
Performance Indicator	<ul style="list-style-type: none">Learners can agree on guidelines for assessing and deriving meaning from own and others’ displayed visual artworksLearners can agree on guidelines for assessing and deriving meaning from own and others’ performing artworks as representations of artworks produced or found in other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	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.

	<p>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</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Suggested Process/Steps</p> <ul style="list-style-type: none"> ☐ discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested above; ☐ identify the correct vocabulary to use for appreciating and appraising artworks ☐ agree on what to use the appraisal report for and how to share it; ☐ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☐ fix a day/date for the appreciation/appraisal/jury <p>Assessment: let learners write guidelines for assessing and deriving meaning from own and others' displayed visual artworks</p>	<p>Independent Activity/ Homework:</p>
Wednesday	<p>Play the HOT SEAT game using the key words.</p> <p>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</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ 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 <p>Assessment: let learners write guidelines for assessing and deriving meaning from own and others' performing artworks as representations of artworks produced or found in other Ghanaian communities</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none">•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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>		
--	--	--	--

Vetted by : Signature: Date :

WEEK TWELVE : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Extensive Reading		Sub-strand : Read Aloud With Children	
Indicator (code)	B2.6.1.1.1		
Content standard (code)	B2.6.1.1.		
Performance Indicator	Learners should read short passages of simple sentences of about four to five words		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	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.	<ul style="list-style-type: none"> 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). 	<p>What new things have you learned today?</p> <p>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.</p>

	<p>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.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners read short passages of simple sentences of about four to five words</p>	<p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. <p>That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING:</p>	<ul style="list-style-type: none"> • 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. 	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

	<p>What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners read short passages of simple sentences of about four to five words</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 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. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners read short passages of simple sentences of about four to five words</p>	<p>What new things have you learned today?</p> <p>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.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC TWO

WEEK 13

NANA FIIFI ACQUAH SCH

WEEK THIRTEEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending: 14th April, 2022			Class size:		
Day : Monday, 60 minutes			Date : 11th April, 2022		
Period : 2			Lesson : 1 of 1		
Strand : A. Oral Language			Sub-strand : G. Listening Comprehension		
Indicator (code)		B2.1.7.1.2			
Content standard (code)		B2.1.7.1.			
Performance Indicator		G. Learners can recognise and relate the sequence of events (beginning, middle and end) in drama			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:		English Language curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Monday	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	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).	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:		

	<p>of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners identify sequence of events (beginning, middle and end) in drama</p>	
--	---	--	--

Vetted by :

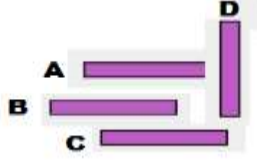
Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending: 14th April, 2022		Class size:	
Day : Monday, 60 minutes		Date : 11th April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Position/Transformation	
Indicator (code)	B2.3.2.1.1: B2.3.3.1.1		
Content standard (code)	B2.3.2.1. B2.3.3.1.		
Performance Indicator	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 nonstandard units		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
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	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?	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

	<p>length of the part mentioned.</p> <p>3. Learners use one part of their body to try to measure the length, height, or width of desk, pencils, exercise books, tables etc.</p> <p>4. Learners work with partners to give each other measurement challenge to measure.</p> <p>DEBRIEFING</p> <p>1. How did you feel playing the game? Why?</p> <p>2. What did you measure? How long/short was it?</p> <p>3. Are the measurements the same? Why?</p> <p>4. How can we measure the length, height and width of the classroom?</p> <p>Share lesson indicator and treat key words with learner</p>	 <p>Then ask them to pick the sticks and put them side by side to see if they have equal length.</p> <p>Differentiated lesson</p> <p>Low Ability Learners</p> <p>Learners to identify the position of objects in relation to other objects.</p> <p>High Ability Learners</p> <p>Task learners to place objects in different positions and describe them.</p> <p>Assessment: have learners to practice with more examples</p>	<p>some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
--	---	---	---

Vetted by : Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: TWO

Week Ending: 14th April, 2022			Class size:	
Day : Monday, 60 minutes			Date : 11th April, 2022	
Period : 2			Lesson : 1 of 1	
Strand : CYCLES			Sub-strand : EARTH SCIENCE	
Indicator (code)		B2.2.1.4.1		
Content standard (code)		B2.2.1.4.		
Performance Indicator		Learners can find out the qualities of good drinking water		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		sea, River, Tap water, Lake, Lagoon water, Natural, Artificial, Stream.		
T. L .R. (s)		Pictures		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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 mention the sources of water we drink and use in their homes and communities. • Supply learners with samples of water from different sources, i.e. river, pond, well and bottled water. Caution: learners should not taste any of the water samples.	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:	

	<ul style="list-style-type: none"> •What new words did you learn? •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • In groups learners examine the water samples for the following: solid particles (using hand lens), colour and odour (smell). Each group presents their findings. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners mention the sources of water</p>	
--	--	--	--

Vetted by :

Signature:

Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending: 14th April, 2022			Class size:
Day : Monday, 60 minutes		Date : 11th April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : VISUAL ARTS , PERFORMING ARTS		Sub-strand : Appreciating and Appraising	
Indicator (code)		B2 1.4.6.2	
Content standard (code)		B2 1.4.6.	
Performance Indicator		<ul style="list-style-type: none">Learners can agree on guidelines for assessing and deriving meaning from own and others’ displayed visual artworks	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: 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	Learners are to: <ul style="list-style-type: none">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. Suggested Process/Steps <ul style="list-style-type: none">discuss and accept a guide for appreciating and appraising own	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:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> •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? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>and/or others' visual artworks based on the guidelines suggested above;</p> <p>☑ identify the correct vocabulary to use for appreciating and appraising artworks</p> <p>☑ agree on what to use the appraisal report for and how to share it;</p> <p>☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</p> <p>☑ fix a day/date for the appreciation/appraisal/jury</p> <p>Assessment: let learners write guidelines for assessing and deriving meaning from own and others' displayed visual artworks</p>	
--	---	--	--

Vetted by : Signature: Date :

SUBJECT: GHANAIAI LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period : 2		Lesson : 1 of 1	
Strand : Extensive Reading		Sub-strand : Read Aloud With Children	
Indicator (code)	B2.6.1.1.1		
Content standard (code)	B2.6.1.1.		
Performance Indicator	Learners should read short passages of simple sentences of about four to five words		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	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.	<ul style="list-style-type: none"> 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. 	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:

	<p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners read short passages of simple sentences of about four to five words</p>	
--	--	---	--

Vetted by : Signature: Date :