LESSON PLANS FOR PRIMARY SCHOOLS

NEW 2024

BASIC 2
TERM 1

FAYOL INC 0547824419

FIRST TERM LESSON PLAN FOR BASIC TWO (2)

FIRST TERM - ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES	
	Oral Language	Songs	B2.1.1.1	B2.1.1.1.1.		
	Reading	Phonics	B2.2.2.I	B2.2.2.1.1	Word cards, sentence	
1	Writing	Penmanship	B2.4.2.I	B2.4.2.1.1	cards, letter cards, handwriting on a manila card	
	Writing Conventions & Grammar Usage	Using Capitalization	B2.5.1.1	B2.5.1.1.1	and a class library	
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1		
	Oral Language	Rhymes	B2.1.2.1	B2.1.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card	
	Reading	Phonics	B2.2.2.I	B2.2.2.1.1		
2	Writing	Writing Letters – Small and Capital	B2.4.3.1	B2.4.3.1.1		
	Writing Conventions & Grammar Usage	Using Capitalization	B2.5.1.1	B2.5.1.1.2	and a class library	
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1		
	Oral Language	Story Telling	B2.1.4.1	B2.1.4.1.1	Word cards, sentence cards, letter cards, handwriting on	
3	Reading	Word Families, Rhyming Endings and Common Digraphs	B2.2.3.1	B2.2.3.1.1		
	Writing	Writing Letters – Small and Capital	B2.4.3.1	B2.4.3.1.1	a manila card and a class library	

	Writing Conventions & Grammar Usage	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		
	Oral Language	Dramatization and Role-Play	B2.1.5.1	B2.1.5.1.1		
	Reading	Word Families, Rhyming Endings and Common Digraphs	B2.2.3.1	B2.2.3.1.2	Word cards, sentence cards, letter	
4	Writing	Labelling Items	B2.4.4.1	B2.4.4.1.1	cards, handwriting on a manila card	
	Writing Conventions & Grammar Usage	Using Action Words	B2.5.4.1	B2.5.4.1.1	and a class library	
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1		
	Oral Language	Conversation	B2.1.6.1	B2.1.6.1.1	Word cards, sentence	
	Reading	Vocabulary	B2.2.6.1	B2.2.6.1.1		
5	Writing	Writing Simple Words and Sentences	B2.4.5.1	B2.4.5.1.1	cards, letter cards, handwriting on a manila card	
	Writing Conventions & Grammar Usage	Using Qualifying Words – Adjectives	B2.5.5.1.	B2.5.5.1.1.	and a class library	
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1		
6	Oral Language	Conversation	B2.1.6.1	B2.1.6.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card	
	Reading	Vocabulary	B2.2.6.1	B2.2.6.1.1		
	Writing	Writing Simple Words and Sentences	B2.4.5.1	B2.4.5.1.1	and a class library	

	Writing Conventions & Grammar Usage	Using Qualifying Words – 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		
	Oral Language	Listening Comprehension	B2.1.7.1	B2.1.7.1.1		
	Reading	Vocabulary	B2.2.6.1	B2.2.6.1.1	Word cards, sentence cards, letter	
7	Writing	Controlled Writing	B2.4.7.1	B2.4.7.1.1	cards, handwriting on a manila card	
	Writing Conventions & Grammar Usage	Using Simple Prepositions	B2.5.7.1	B2.5.7.1.1	and a class library	
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1		
	Oral Language	Listening Comprehension	B2.1.7.1	B2.1.7.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card	
	Reading	Comprehension	B2.2.7.1	B2.2.7.1.1		
8	Writing	Controlled Writing	B2.4.7.1	B2.4.7.1.1		
	Writing Conventions & Grammar Usage	Using Simple Prepositions	B2.5.7.1	B2.5.7.1.2	and a class library	
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1		
	Oral Language	Asking and Answering Questions	B2.1.8.1	B2.1.8.1.1	Word cards,	
9	Reading	Comprehension	B2.2.7.1	B2.2.7.1.2	sentence cards, letter cards,	
	Writing	Guided Composition	B2.4.8.1	B2.4.8.1.1	handwriting on a manila card and a class library	
	Writing Conventions & Grammar Usage	Using Simple and Compound Sentences	B2.5.9.1	B2.5.9.1.1	IIUI aI Y	

	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1	
	Oral Language	Giving and Responding to Commands	B2.1.9.1	B2.1.9.1.1	
	Reading	Comprehension	B2.2.7.1	B2.2.7.1.3	Word cards, sentence cards, letter
10	Writing	Narrative Writing	B2.4.10.1	B2.4.10.1.1	cards, handwriting on a manila card
	Writing Conventions & Grammar Usage	Using Simple and Compound Sentences	B2.5.9.1	B2.5.9.1.2	and a class library
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1	
	Oral Language	Giving and Responding to Commands	B2.1.9.1	B2.1.9.1.1	
	Reading	Fluency	B2.2.9.1	B2.2.9.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
11	Writing	Descriptive Writing	B2.4.12.1	B2.4.12.1.1	
	Writing Conventions & Grammar Usage	Spelling	B2.5.10.1	B2.5.10.1.1	
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1	
	Oral Language	Presentation	B2.1.10.1	B2.1.10.1.1	
	Reading	Fluency	B2.2.9.1	B2.2.9.1.1	Word cards, sentence cards, letter
12	Writing	Descriptive Writing	B2.4.12.1.	B2.4.12.1.1	cards, handwriting on a manila card
	Writing Conventions & Grammar Usage	Spelling	B2.5.10.1	B2.5.10.1.1	and a class library
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1	

FIRST TERM SCHEME - MATHEMATICS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Number	Counting, Representation & Cardinality	B2.1.1.1	B2.1.1.1.1	Counters patterns made
2	Number	Counting, Representation & Cardinality	B2.1.1.1	B2.1.1.1.1	from manila cards
3	Number	Counting, Representation & Cardinality	B2.1.1.1	B2.1.1.1.2	Counters patterns made from manila
4	Number	Number Operations	B2.1.2.1	B2.1.2.1.1	cards
5	Number	Number Operations	B2.1.2.1	B2.1.2.1.1	Counters patterns made
6	Number	Number Operations	B2.1.2.2	B2.1.2.2.1	from manila cards
7	Number	Fractions	B2.1.3.1	B2.1.3.1.1	Paper strips, cut out cards
8	Number	Fractions	B2.1.3.1	B2.1.3.1.2	Paper strips, cut out cards
9	Number	Fractions	B2.1.3.1	B2.1.3.1.3	Paper strips, cut out cards
10	Number	Money	B2.1.4.1	B2.1.4.1.1	Ghana Cedi(notes & coins)
11	Algebra	Patterns And Relationship	B2.2.1.1	B2.2.1.1.1	Counters patterns made
12	Algebra	Patterns And Relationship	B2.2.1.1	B2.2.1.1.2	from manila cards

FIRST TERM SCHEME - SCIENCE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Diversity of Matter	Living And Non Living Things	B2.1.1.1	B2.1.1.1.1	Pictures of Plants and animals in the environment,
2	Diversity of Matter	Living And Non Living Things	B2.1.1.1	B2.1.1.1.1	plastics videos paper, metal woods pencil
3	Diversity of Matter	Living And Non Living Things	B2.1.1.2	B2.1.1.2.1	Pictures of Plants and animals in the environment,
4	Diversity of Matter	Living And Non Living Things	B2.1.1.2	B2.1.1.2.2	plastics videos paper, metal woods pencil
5	Diversity of Matter	Materials	B2.1.2.1	B2.1.2.1.1	Metals, woods plastics soil stones paper
6	Diversity of Matter	Materials	B2.1.2.2	B2.1.2.2.1	pencil crayons balloons water sand salt sugar
7	Diversity of Matter	Materials	B2.1.2.3	B2.1.2.3.1	Metals, woods plastics soil stones paper
8	Diversity of Matter	Materials	B2.1.2.3	B2.1.2.3.1	pencil crayons balloons water sand salt sugar
9	Cycles	Earth Science	B2.2.1.1	B2.2.1.1.1	Torch candle matchstick lantern paper
10	Cycles	Earth Science	B2.2.1.2	B2.2.1.2.1	pencil pictures of well river stream water
11	Cycles	Earth Science	B2.2.1.4.	B2.2.1.4.1	Torch candle matchstick lantern paper
12	Cycles	Earth Science	B2.2.1.4	B2.2.1.4.2	pencil pictures of well river stream water

FIRST TERM- OUR WORLD OUR PEOPLE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	All About Us	Nature of God	B2.1.1.1	B2.1.1.1.1	Pictures, Charts, Video Clips
2	All About Us	Nature of God	B2.1.1.1	B2.1.1.1.2	Pictures, Charts, Video Clips
3	All About Us	My self	B2.1.2.1	B2.1.2.1.1	Pictures, Charts,
4	All About Us	Myself	B2.1.2.1	B2.1.2.1.2	Video Clips
5	All About Us	My Family & the community	B2.1.3.1	B2.1.3.1.1	Pictures, Charts, Video Clips
6	All About Us	My Family & the community	B2.1.3.1	B2.1.3.1.2	Pictures, Charts, Video Clips
7	All About Us	Home & School	B2.1.4.1	B2.1.4.1.1	Pictures, Charts,
8	All About Us	Home & School	B2.1.4.1	B2.1.4.1.2	Video Clips
9	All Around Us	The Environment and the Weather	B2.2.1.1	B2.2.1.1.1	Pictures, Charts,
10	All Around Us	The Environment and the Weather	B2.2.1.1	B2.2.1.1.2	Video Clips
11	All Around Us	Plants and Animals	B2.2.2.1	B2.2.2.1.1	Pictures, Charts,
12	All Around Us	Plants and Animals	B2.2.2.1	B2.2.2.1.2	Video Clips

FIRST TERM- RELIGIOUS & MORAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	God's creation and Attributes	God the Creator	B2.1.1.1	B2.1.1.1.1	Wall charts, wall
2	God's creation and Attributes	God the Creator	B2.1.1.1	B2.1.1.1.1	words, posters, video clip, etc.
3	God's creation and Attributes	God the Creator	B2.1.1.1	B2.1.1.1.1	Wall charts, wall
4	God's creation and Attributes	God the Creator	B2.1.1.1	B2.1.1.1.1	words, posters, video clip, etc.
5	God's creation and Attributes	The Environment	B2.1.2.1	B2.1.2.1.1:	Wall charts, wall words, posters, video clip, etc.
6	God's creation and Attributes	The Environment	B2.1.2.1	B2.1.2.1.1:	
7	God's creation and Attributes	The Environment	B2.1.2.1	B2. 1.2.1.2:	Wall charts, wall
8	God's creation and Attributes	The Environment	B2.1.2.1	B2. 1.2.1.2:	words, posters, video clip, etc.
9	God's creation and Attributes	Purpose of God's Creation	B2.1.3.1	B2.1.3.1.1	Wall charts,
10	God's creation and Attributes	Purpose of God's Creation	B2.1.3.1.	B2.1.3.1.1	words, posters, video clip, etc.
П	God's creation and Attributes	Purpose of God's Creation	B2.1.3.1.	B2.1.3.1.1	Wall charts,
12	God's creation and Attributes	Purpose of God's Creation	B2.1.3.1.	B2.1.3.1.1	words, posters, video clip, etc.

FIRST TERM - HISTORY

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	A map of
2	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	Ghana indicating the various ethnic
3	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	groups.
4	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	A map of
5	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	Ghana tracing the migration route of the
6	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	ethnic groups.
7	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	A poster showing a timeline of the
8	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	periods each group arrived in Ghana
9	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	A map of Ghana tracing the migration
10	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	route of the ethnic groups.
11	My Country Ghana	Major Historical locations	B2.2.4.1	B2.2.4.1.1	A map of ghana showing major historical
12	My Country Ghana	Major Historical locations	B2.2.4.1	B2.2.4.1.1	locations

FIRST TERM - CREATIVE ARTS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Visual Arts	Thinking and Exploring Ideas (Visual Arts)	CSE I	B2. 1.1.1.1	Photos, videos, art paper, colors and traditional art tools, other
2	Performing Arts	Thinking and Exploring Ideas (Performing Arts)	CSE I	B2. 2.1.1.1	materials available in the community
3	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	B2.1.2.2.1 B2.1.2.3.1	Photos, videos, art paper, colors and traditional art tools, other
4	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	B2.2.2.1 B2.2.2.3.1	materials available in the community
5	Visual Arts	Displaying and Sharing (Visual Arts)	CSE 4&5	B2.1.3.4.1 B2.1.3.5.1	Photos, videos, art paper, colors and traditional art tools, other
6	Performing Arts	Displaying and Sharing (Performing Arts)	CSE 4&5	B2.2.3.4.1 B2.2.3.5.1	materials available in the community
7	Visual Arts	Appreciating and Appraising (Visual Arts)	CSE 6&7	B2.1.4.6.1 B2.1.4.7.1	Photos, videos, art paper, colors and traditional art tools, other
8	Performing Arts	Appreciating and Appraising (Performing Arts)	CSE 6&7	B2.2.4.6.1 B2.2.4.7.1	materials available in the community
9	Visual Arts & Performing Arts	Thinking and Exploring Ideas School based project (Visual Arts & performing Arts)	CSE I	B2.1.1.1 B2.2.1.1	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
10	Visual Arts & Performing Arts	Planning, Making and Composing School based project	CSE 2&3		Photos, videos, art paper, colors and traditional art tools, other

		(Visual Arts & Performing		materials available in the community
11	Visual Arts & Performing Arts	Displaying and Sharing School based project (Visual Arts & Performing Arts)	CSE 4&5	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
12	Visual Arts & Performing Arts	Appreciating and Appraising School based project (Visual Arts & Performing Arts)	CSE 6&7	Photos, videos, art paper, colors and traditional art tools, other materials available in the community

FIRST TERM - GHANAIAN LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Listening and Speaking	Songs	B2.1.1.1	B2.1.1.1.1-3	Word cards, sentence
2	Listening and Speaking	Rhymes	B2.1.2.1	B2.1.2.1.1-2	cards, lettercards,handwritingon a manila
3	Listening and Speaking	Listening & Story Telling	B2.1.4.1	B2.I.4.I.I-3	card
4	Reading	Phonological & Phonemic Awareness	B2.2.3.1	B2.2.3.1.1	Word cards, sentence
5	Reading	Phonics: letter & sound knowledge	B2.2.4.1	B2.2.4.1.1-3	cards, letter cards, handwriting on a manila card
6	Reading	Phonics: letter & sound knowledge	B2.2.4.2	B2.2.4.2.1-4	
7	Writing	Penmanship & Handwriting	B2.3.1.1	B2.3.1.1.1-2	Word cards, sentence
8	Writing	Penmanship & Handwriting	B2.3.1.1	B2.3.1.1.3-4	cards, letter cards,
9	Writing Conventions	Integrating Grammar in Written Language (Capitalization)	B2.5.1.1	B2.5.1.1.1-3	Word cards, sentence cards, letter cards,
10	Writing Conventions	Integrating Grammar in Written Language (Punctuation)	B2.5.3.1	B2.5.3.1.1	handwriting on a manila card
П	Extensive Reading	Building the love and culture of reading in learners	B2.6.1.1	B2.6.1.1.1	Word cards, sentence cards, letter
12	Extensive Reading	Reading Aloud	B2.6.2.1	B2.6.2.1.1	cards and a class library

FIRST TERM SCHEME - PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES	
ı	Motor Skill & Movement Patterns Locomotive skills		B2.1.1.1.	B2.1.1.1.1:	Pictures and	
2	Motor Skill & Movement Patterns	Locomotive skills	B2.1.2.1.	B2.1.2.1.2:	Videos	
3	Motor Skill & Movement Patterns	Manipulative skills	B2.1.3.1	B2.1.3.1.3	Pictures and	
4	Motor Skill & Movement Patterns Manipulative skills		B2.1.4.1	B2.1.4.1.4	Videos	
5	Motor Skill & Movement Patterns	Rhythmic skills	B2.1.5.1	B2.1.5.1.5	Pictures and	
6	Motor Skill & Movement Patterns	Rhythmic skills	B2.1.6.1	B2.1.6.1.6	Videos	
7	Movement Concepts	Space Awareness	B2.2.2.2	B2.2.2.1	Pictures and	
8	Movement Concepts	Dynamics	B2.2.2.2	B2.2.2.2.2	Videos	
9	Physical Fitness	Aerobic capacity	B2.3.2.3	B2.3.2.3.2	Pictures and Videos	
10	Physical Fitness Concepts, Fitness		B2.4.1.4	B2.4.1.4.1	Pictures and Videos	
11	Physical Fitness Concepts,	Healthy diet	B2.4.1.4	B2.4.1.4.2	Pictures and Videos	
12	Values And Psycho-Social Concepts,	Self-responsibility	B2.5.1.5	B2.5.1.5.1	Pictures and Videos	

SCHEME OF LEARNING- WEEK I

BASIC TWO

Name of School.....

Date:	DAY:		Subject: English Language		
Duration:			Core Competencies:	I Dovolopment and	
Class: B2	Class Size:		Reading and Writing Skills Personal Development and Leadership and Collaboration		
Content Standard:		Indicator:		Lesson:	
B2.1.1.1 B2.2.2.1 B2.4.2.1 B2.5.1.1 B2.6.1.1		B2.1.1.1.1 B2.2.2.1.1. B2.4.2.1.1 B2.5.1.1.1			
DZ.1.1.1 DZ.2.2.1 DZ.4.2.1 DZ.3.	1.1 02.0.1.1	B2.6.1.1.1		I OF I	

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 read a variety of age and level appropriate books and texts from print

References: English Language Curriculum Pg.

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Led learners to recite a few rhymes	A. ORAL LANGUAGE (Songs Pg.39)	Ask learners to mention the names of their favorite characters in the story and why?
	Jack and Jill Jack and Jill went up the hill To fetch a pail of water	Identify some familiar songs from learners' locality.	Have learners to read and spell the key words on the board
	Jack fell down and broke his crown And Jill came tumbling after	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.	
Tuesday	Engage learners to play "Get Out Of The Wagon" game.	B. <u>READING</u> (Phonics)	Ask learners to mention the names of their favorite characters in the story and why?
	Three words are placed in a wagon/table. Example:	Introduce the lesson with a recital that links the letters of the alphabet.	Have learners to read and spell the key words on the board
	cake rake king	Have learners work in pairs, groups or individually to blend syllables to form meaningful words.	
	The child determines which word doesn't rhymes and tells it to 'get out of the wagon'	Use word families as a guide to help build on the words.	
Wednesday	Take learners through the creeping activities for them to exercise their wrists	C. <u>WRITING</u> (Penmanship)	Ask learners to mention the names of their favorite characters in the story and why?
		Demonstrate copying (sentences) on the board.	Have learners to read and spell the key words on the board

	Learners to crawl under chairs, through a tunnel or on	Let learners practice writing legibly and correctly on the board or into	
	the field	their books.	
	NB: crawling should be done	Have learners copy sentences from a	
	in a clean environment	book into their books.	
		Draw attention to inter and intra	
		word spacing and alignment of letters, as well as clarity or writing.	
Thursday	Teacher calls out different	D.WRITING CONVENTIONS &	Ask learners to tell you what
,	actions for learners to act.	GRAMMAR USAGE	they have learnt and what they
	Student have to mimic the	(Using Capitalization Pg.64)	will like to learn in the next
	action continuously without		lesson.
	breaking. After a while	Provide a sample text and have	
	teacher speeds up the tempo.	learners identify names of particular	Have learners to read and spell
	For example: jumping,	places and days of the week.	the key words on the board
	stamping of feet, crazy dance, etc.	Have them compare the initial letters	
	etc.	of these names and other common	
		names and share their observations	
		with the class.	
		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.	
Friday	Have a variety of age and	C.EXTENSIVE READING	Call learners in turns to tell the
_ ′	level-appropriate books for		whole class what they read.
	learners to make a choice.	Use the Author's chair to introduce	,
		the reading/ library time.	Let Learners draw parts of the
	Guide learners to select		story they read
	books.	Introduce narratives, pop-up and flip-	
		the-page texts to learners.	
		Introduce e-books to learners, if	
		available.	

Week Ending:	DAY:			Subject: Mathematics		
Duration: 60mins per lesson				Strand: Number		
Class: B2 Class Size:			Sub Strand: Counting, Representation & Cardinality			
Content Standard:		Indicat	or:		Lesson:	
B2.1.1.1 Count and estimate quanti	ties from 0 to	B2.1.1.1	B2.1.1.1 use number names ,counting sequences			
1000		and how	and how to count to find out how many		I OF I	
Performance Indicator: Learners can use number names ,count to count to find out how many	ing sequences ar	nd how		Competencies: n Solving skills; Critical Thinking; Justifica	ation of Ideas;	
Teaching/ Learning Resources Counters patterns made			e from n	nanila cards		
New words						

References: Mathematics Curriculum Pg. 20

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
DAIS	THASE I. STARTER	THASE 2. HAIN	THASE S. NEI LECTION
Monday	Play show me a number game	Have learners to Skip count forwards	What have we learnt today?
,	with learners (up to 10), with	and backwards to and from 1000	,
	fingers.	respectively by 2s, 5s and 10s, starting	Counting sequence
	Teacher mentions the number	at 0 or at multiples of 2, 5, 10, 50 and	
	from (1 to 10).	100	
	Learners then show their		Give learners task to count
	fingers up to show the number.	Have learners to play the odd one out	numbers in sequence that is by
		game.	Is and 2s
		Display number cards on the teachers	
		table in front of the class.	
		Arrange and mix up number cards. Call	
		out learners to pick numbers which are	
		odd.	
		Play game in groups to create	
		competition	
Tuesday	Have learners to write number	Have learners to Count to answer	Have learners to count how
	patterns in the air.	"how many?" questions about as many	many books, desks, tables
		as 100 objects arranged in a line, a grid	,pencils, crayons, blackboard,
	Bring handy objects to class, call	or a circle;	rulers, sharpeners, erasers etc. in
	learners to count them. Now		the classroom
	use the "how many" to ask	Show that the count of a group of up	
	pupils about what they counted	to 100 objects does not change	
	C: 1:1	regardless of the order in which the	
	Sing songs like: We class one	objects are counted or the	
	We can count etc.	arrangement of the objects	
Wednesday	Play show me a number game	Have learners to Estimate the number	What have we learnt today?
• • euriesuay	with learners (up to 10), with	of objects in a small group (up to 100)	vinat have we lear it today!
	fingers.	and describe the estimation strategy	Estimation
	1116613.	used:	Escritation
	Teacher mentions the number	4304,	
	from (1 to 10).	Select an appropriate estimate among	Have learners to estimate the
	Learners then show their	all those given for a group of up to 100	number of objects in a small
	fingers up to show the number.	objects and justify the choice	group
	G	Represent the number of objects in a	° '
		group with a written numeral 0 to 100.	

	Show learners a chalk box full of chalks. Ask learners to guess the number of chalks and hence introduce the lesson	Use ordinal numbers to describe the position of objects up to 10th place	
Thursday	Engage learners in the game. Clap that number (up to 10).	Display a number chart with numbers multiples of say 4 between 0 and 100 and have learners identify numbers in different positions around a given	Give learners task to identify numbers in different positions around a chosen number using number grid
	Have learners count in unison as they clap the number.	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. 4 8 7 16 18 11 28 44 69	number gnu

Week Ending: DAY:		Subject: Science		
Duration: 60mins per lesson		Strand: Diversity of Matter		
Class: B2	Class Size:	Sub Strand: Living And N	Non Living Things	
Content Standard: B2.1.1.1 Demonstrate understanding of the physical features and life processes of living things and use this understanding to classify them	Indicator: B2.1.1.1.1 know the bastem, leaves, flowers)	asic structure of plants (roots,	Lesson:	
Performance Indicator: Learners can know the basic structure of plants (roots, stem, leaves, flowers)		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; animals in the environment, plastics videos paper, metal woods		
References: Science Curriculum P	g. 36			

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Paste a drawing of a structure of tree on the board for	Observe pictures or watch a video on different plants	What have we learnt today?
	learners to explore	•	The structure of trees
	·	Working in groups, learners uproot	
		young plants from school surroundings	Have learners to summarize the
		with the assistance of the teacher and bring them to class	important points of the lesson
			Give learners task to draw a tree
		Learners examine the plants in groups to identify the basic parts (roots, stem, leaves and flowers)	and show its roots, stem, leaves and flowers
	Have learners write on a	Learners describe the basic physical	What have we learnt today?
	sheet of paper the following	features of plants (roots, stem and	
		leaves and flowers)	The physical features of trees
	The parts of a tree		
	To draw a tree and color it	Teacher asks learners some questions: I) which part of the plant is hidden in the soil? 2) Which part of the plant was	Have learners to summarize the important points of the lesson
		seen above the soil?	Give learners task to draw a tree and show its roots, stem, leaves
		Learners sing songs, rhymes and poems relating to the topic	and flowers
	Tell and explain to learners	Learners sing songs, rhymes and poems	What have learnt today?
	the adage "if the last tree dies,	relating to the topic	
	the last man dies"		The importance of trees
		Teacher asks learners: what will	111
		happen if there are no plants in their	Have learners to summarize the
		community.	important points of the lesson
		Learners draw and label a plant	Have learners to discuss some uses of plants

Date: DAY:			DAY:		Subject: OWOP		
Duration: 60mins per lesson			Strand: All Ab		out Us		
Class: B2 Class Si		Class Size:			Sub Strand: N	ature of Go	od
Content	Standard:		Indicato	r:	I		Lesson:
B2.1.1.1.	Demonstrate knowledg	ge of the			the attributes of		
attribute			reveal his	nature	the sustainer of lif	e e	I OF I
Performance Indicator: Learners can identify the attributes of going his nature the sustainer of life			that reveal Core Competencies: Communication and Collaboration Critical Thinking			tical Thinking	
Teaching	g/ Learning Resources	Pictures, C	harts, Video	Clips			
Reference	es: OWOP Curriculum	Pg.					
DAYS	PHASE I: STARTER	P	PHASE 2: MA	IN		PHASE	3: REFLECTION
	Tell learners stories abo		In groups, learners mention the attributes of God as sustainer of life:		What have we learnt today? Attributes of god that reveal		
ı			i. Giver of rain and sunshine ii. The One who makes plants grow iii. The Giver of air			his nature the sustainer of life. Learners to summarize the important points of the lesson.	
	Engage learners to play games and sing songs to begin the lesson.		Learners mention these attributes of God in their local languages. Group learners according to their		Learners	s mention these es of God in their local	
	Review learners unders in the previous lesson u questions and answers	standing la using H			_		
	1 / 0		God in their lo	ocal lang			s mention these es of God in their local s.
	Review learners understanding la in the previous lesson using			Group learners according to their languages. Have learners mention the names of			

god in their language

questions and answers

Date: DAY:					Subject: RELIGIOUS & MORAL EDUCATION			
Duration	: 60mins				Strand: God's ci	reation and Attri	ributes	
Class: B2		Class Size:			Sub Strand: Go	d the Creator		
Content Standard: B2. 1.1.1. Demonstrate an appreciation of God's creation Performance Indicator: • Learners can mention the attributes of god to his nature Teaching/ Learning Resources Wall charts, References: RME Curriculum Pg. 7			B2.1.1.1.1 mention the attributes of god that reveal his nature			Lesson: I OF I therness,		
DAYS	PHASE I: STARTER	P	PHASE 2: M	1AIN		PHASE 3: REF	LECTION	
	Start with a related so My god is so big So strong and so migl There is nothing my g do.	Inty Inty Inty Inty Inty Inty Inty Inty	ttributes of fe: Giver of rathe One was The Giver et learners of God in the tet learners	ad learned God as and so make of air, et mention eir local explained to their	ers to discuss the the Sustainer of unshine, es plants grow, tc. n other attributes languages. the attributes of ir daily life, e.g.	Ask learners to	ummarize the ts in the lesson	

Date:		DAY:		Sub	ject: History	,	
Duration	: 60mins per lesson			Str	and: My Cou	ntry Ghana	
Class: B2		Class Size:		Sub	Strand: The	e People of Ghana	
B2.2.1.1. Demonstrate knowledge of the ethnic groups in Ghana Performance Indicator: Learners can identify the ethnic groups in Garage			B2.2.1.1.1 identify the ethnic groups in each region of Ghana I OF Core Competencies:			Lesson: I OF I	
Keierenc	es: History Curric	ululli Fg. 10					
DAYS	PHASE I: STAF	RTER	PHASE 2: MAI	N		PHASE 3: REFLECTION	
	Paste a Ghana map showing the administrative regions on the board for to observe Ask to mention any thing they see on the map Have learners to mention the regions in the Ghana Paste a Ghana map showing the administrative regions on the board for to observe Ask to mention any thing they see on the map		regions of Ghad Locate the ethic region on a ma	Identify the administrative regions of Ghana Locate the ethnic groups in each region on a map of Ghana With the aid of a slide / video / TV/internet, identify the regions and ethnic groups in Ghana Match the ethnic groups with their region		What have we learnt today? The administrative regions in Ghana Group learners into three Display images of the regions in Ghana Learners are to identify from the images the administrative regions	
			TV/internet, ideand ethnic grou			Engage learners in the "pupil as teacher" Group learners into three. Appoint learners from each group to summaries the important points of the lesson.	

Date:		DAY:		Subject: Creative Arts		
Duration:	ration: 60mins per lesson Strand: Visual Arts					
Class: B2		Class Size:		Sub Strand:	Thinking and Explorin	g Ideas
generate o	ate understanding own ideas for artistipple.	c expressions		Indicator: B2 I.I.I.I Explore own experiences to talk about performing artworks		Lesson:
	ince Indicator: an explore own ex	periences to ta	lk about performir	ng artworks	Core Competenci Decision Making and C	
Teaching Resource	Learning	Photos, video	os, art paper, color	-		,
DAYS	PHASE I: STAI	RTER	PHASE 2: MAIN		PHASE 3: REF	LECTION
	Learners are to short video that topical issues in community; Ask learners to parts of the vide that interest the	reflects the local talk about to or pictures	Learners are to verifications documentaries of culture of people of Ghana. Identify the history people from other by studying their such as staple for festivals, buildings. Listen to stories persons or intervedifferent ethnic grassociations (e.g. Dagaare), opinion traditional rulers.	ry and culture of the parts of Ghan cultural activitions, chiefs. told by resource view leaders of roups and Ga, Ewe, Akann leaders,	Learners tell who like to learn.	at they have

Visit historical sites such as centers

museums, galleries, festival grounds,

studios of performing artists, and performing arts departments of

Organize collection of samples to create a 'history learning corner' in

Draw concepts and ideas from the

Performing artworks that express the history and culture of the

for national culture, theatres,

educational institutions.

activities to plan own.

the classroom.

people studied.

Ask learners questions to

review learners

previous lesson.

understanding in the

Use series of questions and

answers to review learners

understanding of the lesson.

Call learners in turns to

summarize the lesson.

DAY:			Subject: Ghanaian Language		
n: 60mins per lesson Strand: Listening and Speaking					
Class: B2 Class Size:			Sub Strand: Songs		
B2.1.1.1: Demonstrate an understanding of types of work and B2.1.1.1.1		.1.1. Sin	Lesson work and play songs and discuss their		
Learners can Sing work and play songs and C		Creativ	rity and innovation, Communication and collab	ooration,	
Teaching/ Learning Resources Word cards, sentence			e cards,	letter cards, handwriting on a manila card	
2	class an	class Size: an s of work and em. r: nd play songs and	Class Size: an s of work and em. r: nd play songs and	Indicator: B2.1.1.1.1. Sin importance. r: nd play songs and Class Size: Indicator: B2.1.1.1.1. Sin importance. Core Creative Critical	Strand: Listening and Speaking Class Size: Sub Strand: Songs Indicator: B2.1.1.1.1. Sing work and play songs and discuss their importance. Indicator: B2.1.1.1.1. Sing work and play songs and discuss their importance. Core Competencies: Creativity and innovation, Communication and collaboration.

iguage g.

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Put learners into groups Write a list of items on the	Revise traditional occupations with learners.	Use questions to review their understanding of the lesson
	chalkboard by wrongly spelling	Lead learners to sing a popular	lesson
	them and allow students to self- correct them.	work song.	Ask learners to summarize what they have learnt
	Invite one person from each	Introduce a new work and its song. Teach learners the song.	,
	group to write their answers on the board	Let learners sing the song in groups and individually.	
	Engage learners to play the crossword game	Introduce a new play and its song. Lead learners to discuss how the play is performed and	Use questions to review their understanding of the lesson
	Write a word on the board crossword-style. Invite each student to the board to create a	the song associated with the play.	Ask learners to summarize what they have learnt
	new word stemming from the letters that are already available	Let learners sing a popular play song as a group and individually.	
		Discuss the importance of work and play songs with learners.	
		E.g. Work songs: – reduce fatigue, removes boredom, provides enjoyment, allows	
		systematic work, inspires fellow workers to work harder, builds	
		vocabulary etc. Play songs – creates unity, develops one's creativity, provides enjoyment	
		and inspiration.	
	Engage learners to play games and sing songs to begin the lesson	Introduce a new play and its song.	Use questions to review their understanding of the lesson
		Lead learners to discuss how	
		the play is performed and the song associated with the play.	Ask learners to summarize what they have learnt
		Let learners sing a popular play song as a group and individually.	

	Discuss the importance of work	
	and play songs with learners.	

Date:	DAY:		Subject: PHYSICAL EDUCATION	
Duration: 60mins	•		Strand: Motor Skill & Movement Patterns	
Class: B2 Class Size:			Sub Strand: Locomotive skills	
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.		nd B2.1	Indicator: B2.1.1.1: Travel in straight, curved, and zigzag pathways, using locomotor movements:	
Performance Indicator: Learners can travel in straight, curved, and zigzag pathways, using locomotor movements		ag	Core Competencies: Communication and Critical Thinking	
Teaching/ Learning Resources Pictures and V		and Video	os	

References: PE Curriculum Pg. 17

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners go through the general and specific warm-up activities.	Learners go through general and specific warm ups.	Organize a mini handball or basketball game for learners to apply the skill in real life
		Lead them to identify the	situation with fun and
		pathways such as straight, curved, and zigzag.	enjoyment.
			End lesson with slow jogging
		Mark these pathways and guide them to move through walking,	to aid fast recovery.
		and running, etc.	End the lesson with cool
		A 11	down.
		Allow the advance learners to	
		help others as well as progress	
		into the next skill of interest.	

SCHEME OF LEARNING- WEEK 2

BASIC TWO

Name of School.....

Date:	DAY:		Subject: English Language	
Duration:			Core Competencies: Reading and Writing Skills Personal Development and	
Class: B2	Class Size:		Leadership and Collaboration	
Content Standard: B2.1.2.1 B2.2.2.1 B2.4.3.1 B2.5.1.	I B2.6.1.1	Indicator: B2.1.2.1.1 B2.7 B2.6.1.1.1	2.2.1.1 B2.4.3.1.1. B2.5.1.1.2.	Lesson:

Performance Indicator:

- A. Learners can interpret rhymes and tongue-twisters in own words
- B. Learners can blend syllables to produce words.
- C. Learners can copy words in lower and upper case using correct spacing.
- D. Learners can use capital letters to begin the first words of sentences.
- E. Learners can read a variety of age and level-appropriate books and texts from print and non-print.

References: English Language Curriculum Pg.

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Have learners recite familiar rhymes.	A. <u>ORAL LANGUAGE</u> (Rhymes Pg.39)	Give learners task to complete while you go round the class to
	ONCE I CAUGHT A FISH ALIVE One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right	Revise some familiar rhymes and tongue-twisters learnt. Select a rhyme from learners. As learners listen and observe, perform the rhyme Recite lines of the rhyme as learners join in and repeat lines after you. Teach the accompanying actions through demonstration. Through questions, have learners	support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
		interpret the rhymes in their own words.	
Tuesday	Write a simple word vertically on the board . E.g. P E N Invite learners to come up with a word starting with each letter of the vertical word.	B.READING (Phonics) 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.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Wednesday	Engage learners to play "Back to the Board" game.	C. <u>WRITING</u> (Writing Letters Pg.56)	Give learners task to complete while you go round the class to

	D'alamanda ada anda	T	Language de la contra c
	Display word cards on the teachers table in front of the	Lat laamana umita lattana hathin	support those who might need
		Let learners write letters, both in	extra help.
	class.	upper and lower cases.	
			Have learners to read and spell
	Group class into three or four.	Copy words from learners' reading	some of the keywords in the
	Invite each leader from the	book on the board as learners	lesson
	group in turns to face the class	observe.	
	with his/her back to the board.		
	Write a letter on the board for	Let learners take turns to read out	
	the others to make its sound.	words from the list.	
	The leader then search through		
	the word cards to identify the	Draw attention to appropriate spelling	
	letter.	and alignment of letters.	
		Let learners copy the words. Let	
		them check correct spelling,	
		formation of letters and spacing.	
Thursday	Have learners sing songs and	D.WRITING CONVENTIONS &	Give learners task to complete
	recite familiar rhymes	GRAMMAR USAGE	while you go round the class to
		(Using Capitalization Pg.64)	support those who might need
	MINGLE MINGLE		extra help.
	•Mingle, mingle – mingle 2x	Assist learners to begin sentences	
	Two mingle (2 come together)	with capital letters.	Have learners to read and spell
	•Mingle, mingle – mingle 2x		some of the keywords in the
	Three mingle (3 come	For example:	lesson
	together)	i. Kofi is a good boy.	
	•Mingle, mingle – mingle 2x	ii. The house is beautiful.	
	four mingle (4 come together)		
Friday	Engage learners to recite a few	C.EXTENSIVE READING	Call learners in turns to tell the
	rhymes with actions		whole class what they read.
		Use the Author's chair to introduce	
		the reading/ library time.	Let Learners draw parts of the
	Have a variety of age		story they read
	appropriate books for learners	Introduce narratives, pop-up and flip-	
	to make a choice from.	the-page texts to learners.	
		Introduce e-books to learners, if	
		available.	
		available.	

Week Ending:	DAY:	DAY:		Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number			
Class: B2 Class Size:				Sub Strand: Counting, Representation & Cardinality	
Content Standard: Indic		Indicat	ndicator:		Lesson:
			I.I.I.I use number names ,counting sequences I how to count to find out how many		I OF I
Performance Indicator: Learners can use number names ,counting sequences and how to count to find out how many				Competencies: m Solving skills; Critical Thinking; Justifica	ntion of Ideas;
Teaching/ Learning Resources Counters patterns m		erns made	e from n	nanila cards	
New words					

References: Mathematics Curriculum Pg. 20

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Play show me a number game with learners (up to 10), with	Have learners to Skip count forwards and backwards to and from 1000	What have we learnt today?
	fingers. Teacher mentions the number from (1 to 10).	respectively by 2s, 5s and 10s, starting at 0 or at multiples of 2, 5, 10, 50 and 100	Counting sequence
	Learners then show their		Give learners task to count
	fingers up to show the number.	Have learners to play the odd one out game.	numbers in sequence that is by Is and 2s
		Display number cards on the teachers table in front of the class.	
		Arrange and mix up number cards. Call	
		out learners to pick numbers which are odd.	
		Play game in groups to create competition	
Tuesday	Have learners to write number	Have learners to Count to answer	Have learners to count how
	patterns in the air.	"how many?" questions about as many as 100 objects arranged in a line, a grid	many books , desks, tables ,pencils, crayons, blackboard,
	Bring handy objects to class, call	or a circle;	rulers, sharpeners, erasers etc. in
	learners to count them. Now		the classroom
	use the "how many" to ask	Show that the count of a group of up	
	pupils about what they counted	to 100 objects does not change	
	C' 1:1	regardless of the order in which the	
	Sing songs like: We class one	objects are counted or the arrangement of the objects	
	We can count etc.	arrangement of the objects	
Wednesday	Play show me a number game	Have learners to Estimate the number	What have we learnt today?
	with learners (up to 10), with	of objects in a small group (up to 100)	
	fingers.	and describe the estimation strategy	Estimation
	Teacher mentions the number	used;	
	from (1 to 10).	Select an appropriate estimate among	Have learners to estimate the
	Learners then show their	all those given for a group of up to 100	number of objects in a small
	fingers up to show the number.	objects and justify the choice	group
		Represent the number of objects in a	
		group with a written numeral 0 to 100.	

	Show learners a chalk box full of chalks. Ask learners to guess the number of chalks and hence introduce the lesson	Use ordinal numbers to describe the position of objects up to 10th place	
Thursday	Engage learners in the game.	Display a number chart with numbers multiples of say 4 between 0 and 100	Give learners task to identify numbers in different positions
	Clap that number (up to 10).	and have learners identify numbers in different positions around a given	around a chosen number using number grid
	Have learners count in unison as they clap the number.	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.	
		4 8 7	
		16 18 11	
		28 44 69	

Week En	Week Ending: DAY:		Subject: Science				
Duration: 60mins per lesson					Strand: Diversity of Matter		
Class: B2		Class	Size:		Sub Strand:	Living And N	on Living Things
understan physical fe processes and use th to classify	demonstrate ading of the catures and life of living things his understanding them	B2.	Indicator: B2.1.1.1 know the basic structure of plants (roots, stem, leaves, flowers)		(roots,	Lesson:	
Performance Indicator: Learners can know the basic structure (roots, stem, leaves, flowers)			octure of plants		Competencien Solving skills; C		; Justification of Ideas;
Teaching/ Learning Resources			Pictures of Plants and animals in the environment, plastics videos paper, metal woods				
New words							
References: Science Curriculum Pg			36				
DAYS	PHASE I: STA	RTER	PHASE 2: MA	IN		PHASE 3:	REFLECTION

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Paste a drawing of a structure of tree on the	Observe pictures or watch a video on different plants	What have we learnt today?
	board for learners to		The structure of trees
	explore	Working in groups, learners uproot	
		young plants from school	Have learners to summarize the
		surroundings with the assistance of the teacher and bring them to class	important points of the lesson
			Give learners task to draw a
		Learners examine the plants in	tree and show its roots, stem,
		groups to identify the basic parts (roots, stem, leaves and flowers)	leaves and flowers
	Have learners write on a	Learners describe the basic physical	What have we learnt today?
	sheet of paper the	features of plants (roots, stem and	
	following	leaves and flowers)	The physical features of trees
	The parts of a tree	Teacher asks learners some	Have learners to summarize the
	To draw a tree and	questions: I) which part of the plant	important points of the lesson
	color it	is hidden in the soil? 2) Which part	
		of the plant was seen above the soil?	Give learners task to draw a tree and show its roots, stem,
		Learners sing songs, rhymes and	leaves and flowers
		poems relating to the topic	
	Tell and explain to	Learners sing songs, rhymes and	What have learnt today?
	learners the adage "if the	poems relating to the topic	
	last tree dies, the last	Tarahan sala laannanan what will	The importance of trees
	man dies"	Teacher asks learners: what will happen if there are no plants in their	Have learners to summarize the
		community.	important points of the lesson
		Learners draw and label a plant	Have learners to discuss some uses of plants

Date:	DAY:	DAY:		Subject: OWOP		
Duration: 60mins per lesson				Strand: All About Us		
Class: B2 Class Size:				Sub Strand: Nature of God		
		Indicator: B2.1.1.1.1 Identify the attributes of god that		Lesson:		
attributes of God		reveal his nature the sustainer of life I OF I			I OF I	
Performance Indicator: • Learners can identify the attributes of god that reveal his nature the sustainer of life				Competencies: unication and Collaboration Cri	tical Thinking	
Teaching/ Learning Resources Pictures, Charts, Vic			Clips			
References: OWOP Curriculum	References: OWOP Curriculum Pg.					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
	Tell learners stories about Gods creation.	In groups, learners mention the attributes of God as sustainer of life:	What have we learnt today? Attributes of god that reveal his nature the sustainer of life.	
		i. Giver of rain and sunshineii. The One who makes plants growiii. The Giver of air	Learners to summarize the important points of the lesson.	
	Engage learners to play games and sing songs to begin the lesson.	Learners mention these attributes of God in their local languages.	Learners mention these attributes of God in their local languages.	
	Review learners understanding in the previous lesson using questions and answers	Group learners according to their languages. Have learners mention the names of god in their language		
	Engage learners to play games and sing songs to begin the lesson.	Learners mention these attributes of God in their local languages.	Learners mention these attributes of God in their local languages.	
	Review learners understanding in the previous lesson using questions and answers	Group learners according to their languages. Have learners mention the names of god in their language		

Date:	DAY:			Subject: RELIGIOUS & MORAL EDUCATION		
Duration: 60mins				Strand: God's creation and Attributes		
Class: B2	Class Size:			Sub Strand: God the Creator		
Content Standard: B2. 1.1.1. Demonstrate and	Indicator		•	n the attributes of God that	Lesson:	
of God's creation reveal his					I OF I	
Performance Indicator: Learners can mention the attributes of God that reveal his nature				Competencies: Il Identity, Sharing Reconciliation, Tog	etherness,	
Teaching/ Learning Wall charts, wall words Resources			posters	, video clip, etc.		
References: RME Curriculu	ım Pg. 7					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Start with a related song.	Group learners into three In groups, lead learners to	Review the lesson with learners.
	My god is so big	discuss the attributes of God as	
	So strong and so mighty	the Sustainer of life:	Ask pupils to summarize the
	There is nothing my god cannot do.	- Giver of rain and sunshine, - the One who makes plants	important points in the lesson
		grow,	Ask learners to draw and
		- The Giver of air, etc.	colure two things god created
		Let learners mention other	
		attributes of God in their local	
		languages.	
		Let learners explain the	
		attributes of God relevant to	
		their daily life, e.g. God gives life, rain and air.	

Date: DAY:				Sub	ject: Histo	cory	
Duration: 60mins per lesson			Strand: My Country Ghana				
Class: B2 Class Size:			Sub	Strand:	The People of Ghana		
Content Standard: B2.2.1.1. Demonstrate knowledge of the ethnic groups in Ghana Performance Indicator: Learners can identify the ethnic groups in Ghana Teaching/ Learning Resources A map of References: History Curriculum Pg.			Indicator: B2.2.1.1.1 identify the ethnic groups in each region of Ghana Core Competencies: Global citizenship, and digital f Ghana indicating the various ethnic groups.			Lesson: I OF I	
DAYS	PHASE I: STAR	TER	PHASE 2: MAI	N		PHASE 3: REFLE	CTION
	Paste a Ghana map showing the administrative regions on the board for to observe Ask to mention any thing they see on the map Have learners to mention the regions in the Ghana		Identify the administrative regions of Ghana Locate the ethnic groups in each region on a map of Ghana		What have we learn The administrative Ghana Group learners into Display images of th Ghana Learners are to ide the images the adm regions	regions in three ne regions in ntify from inistrative	
Paste a Ghana map showing the administrative regions on the board for to observe Ask to mention any thing they see on the map		With the aid of a slide / video / TV/internet, identify the regions and ethnic groups in Ghana Match the ethnic groups with their region		Engage learners in the "pupil as teacher" Group learners into three. Appoint learners from each group to summaries the important points of the lesson.			

Date:	DAY:		Subject: Creative Arts		
Duration: 60mins per lesson			Strand: Visua	l Arts	
Class: B2	Class Size:		Sub Strand:	Thinking and Exploring Id	leas
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B2 2.1.1.1 Explo performing arty	•	nces to talk about	Lesson:

Performance Indicator:

Learners can explore own experiences to talk about performing artworks

Core Competencies:
Decision Making and Creativity

Teaching/ Learning Resources Photos, videos, art paper, colors and traditional art tools

References: Creative Arts Curriculum Pg. 36

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners are to watch a short video that reflects topical issues in the local community;	Learners are to watch documentaries on the history and culture of people from other parts of Ghana.	Ask learners to tell the whole class what they have learnt.
	Ask learners to talk about parts of the video or pictures that interest them.	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.	Learners tell what they will like to learn.
		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.	
	Ask learners questions to review learners understanding in the previous lesson.	Visit historical sites such as centers for national culture, theatres, museums, galleries, festival grounds, studios of performing artists, and performing arts departments of educational institutions.	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson.
		Organize collection of samples to create a 'history learning corner' in the classroom.	
		Draw concepts and ideas from the activities to plan own.	
		performing artworks that express the history and culture of the people studied.	

Date:	DAY:			Subject: Ghanaian Language		
Duration: 60mins per	on: 60mins per lesson Strand: Listening and Speaking					
Class: B2 Class Size:				Sub Strand: Rhymes		
Content Standard: B2.1.2.1 Demonstrate knowledge of some selected rhymes with their correct rhythms by listening attentively.			B2.1.2.1.1-2 Explore rhymes with correct		Lesson:	
Performance Indicator: Learners can explore rhymes with correct rhythm.			Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
Teaching/ Learning Resources Word cards, sentence cards, letter cards, handwriting on a manila card				card		

References: Ghanaian Language Curriculum Pg. 62

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
	Have learners to write letter patterns in the air.	Ask learners to sing a popular traditional occupational song.	Use questions to review their understanding of the lesson	
	Engage learners to sing songs and dance to it	Lead learners to learn how to explore the rhyme with correct rhythm.	Ask learners to summarize what they have learnt	
		Lead learners to explore the rhyme with gestures.		
		Call learners individually to explore the rhyme with correct rhythm.		
		Let learners explore a popular rhyme they know.		
	Write a simple word vertically on the board . E.g. C	Explore a rhyme made up of sounds that pose problems to learners.	Use questions to review their understanding of the lesson	
	A I R	Teach learners how the rhyme is explored.	Ask learners to summarize what they have learnt	
	Invite learners to come up with a word starting with each letter of the vertical word.	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.		
	Have learners share what is going on in their lives. You and your learners can talk about	Explore a rhyme made up of sounds that pose problems to learners.	Use questions to review their understanding of the lesson	
	plans for the weekend.	Teach learners how the rhyme is explored.	Ask learners to summarize what they have learnt	

	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.	

Date:	DAY:		Subject: PHYSICAL EDUCATION	
Duration: 60mins			Strand: Motor Skill & Movement Patterns	
Class: B2	Class: B2 Class Size:		Sub Strand: Locomotive skills	
Demonstrate competence in the motor skills and movement patterns needed to perform a variety		Indicat B2.1.2.1 a rope.	or:2: Forward and backward skip without	Lesson:
Performance Indicator: Learners can forward and backward skip without a rope.		1	ore Competencies: ommunication and Critical Thinking	
Teaching/ Learning Resources Pictures and V		Videos		
References: PE Curriculum F	Pg. 17			

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Overa visa the wayne we	Enone standing a calsion with fact	Ask learners greations to
	Organize the warm-up activities using rats and rabbits.	From standing position with feet together, jump at spot with double take off and double landing flexed arms rotating at the shoulders	Ask learners questions to review their understanding of the lessson.
	Learners go through specific and general warm ups	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	Give learners task to do whiles you go round to guide those who need help.

SCHEME OF LEARNING- WEEK 3

BASIC TWO

Name of School.....

Date:	DAY:		Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and		
Class: B2	Class Size:		Leadership and Collaboration	
Content Standard:		Indicator:		Lesson:
B2.1.4.1 B2.2.3.1 B2.4.3.1 B2.5.2.1 B2.6.1.1		B2.1.4.1.1. B2.2.3.1.1. B2.4.3.1.1. B2.5.2.1.1		
		B2.6.1.1.1		I OF I

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
- E. Learners can read a variety of age and level-appropriate books and texts from print and non-print.

References: English Language Curriculum Pg.

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing songs and recite some familiar rhymes they know ONE POTATO, TWO POTATOES One potato, two potatoes, three potatoes, four	A. ORAL LANGUAGE (story telling) Choose a story from learners' background. Tell the story with appropriate actions, gestures, facial expressions, etc.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
	Five potatoes, six potatoes, seven potatoes, more. One potato, two potatoes, three potatoes, four Five potatoes, six potatoes, seven potatoes, more	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	
Tuesday	Engage learners to play "Read- Cover-Write" game. Put word cards on the table, floor or a bowl. A pupil picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book. He then picks the card again and show it to the class. The class checks to see if the word is correct.	B.READING (Word families) Introduce learners to simple word formation by changing the beginning letter of words. e.g. pan, man, fan. Have learners build on these rhyming endings. In groups, let learners read out their words.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson

	The student with the correct number of words wins the game.	Have learners form sentences with these rhyming words.	
Wednesday	Ask children to choose any 4 letters and write them in their books/on the floor.	C. WRITING (writing letters)	Give learners task to complete while you go round the class to support those who might need
	The teacher says a simple word and if children have the sound at the beginning of that word they cross it out. The first child to cross out all 4 of their letters shouts BINGO!! and is the winner. This can also be played with high frequency words that the children know.	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.	extra help. Have learners to read and spell some of the keywords in the lesson
		Let them check correct spelling, formation of letters and spacing.	
Thursday	Engage learners to play the classroom ghost game. Teacher scatters objects in the classroom assuming it's a ghost.	D.WRITING CONVENTIONS & GRAMMAR USAGE (Using Punctuation) Have learners look at sentences in	Give learners task to complete while you go round the class to support those who might need extra help.
	Example you could place some textbooks on the floor, put a pen on the window sill, etc.	their class readers to observe how they begin and end.	Have learners to read and spell some of the keywords in the lesson
	Put learners into pairs to make a note of what the ghost has moved around	Demonstrate placing a full stop (.) at the end of a sentence.	
	Example the books are the floor but they should be in the cupboard.	Let learners copy and punctuate sentences with full stop. Present the question mark	
Friday	Have a variety of age and level- appropriate books for learners to make a choice.	similarly. C.EXTENSIVE READING Use the Author's chair to	Call learners in turns to tell the whole class what they read.
	Guide learners to select books.	introduce the reading/ library time. Introduce narratives, pop-up and	Let Learners draw parts of the story they read
		flip-the-page texts to learners.	
		Introduce e-books to learners, if available.	

Week Ending:	DAY:	DAY:			Subject: Mathematics	
Duration: 60mins per I	esson				Strand: Number	
Class: B2 Class Size:			Sub Strand: Counting, Representation & Cardinality			
Content Standard:		Indicator		or:		Lesson:
B2.1.1.1 Count and esti	mate quantiti	ies E	B2.I.I.I.	1.2 use number names ,counting sequences		
from 0 to 1000		a	and how	now to count to find out how many		I OF I
Performance Indicator Learners can use number and how to count to find	names ,countii	nung sequences Problem			Competencies: m Solving skills; Critical Thinking; Justificat	ion of Ideas;
Teaching/ Learning Resources Counters patter		erns ma	de from manila cards			
New words						
References: Mathematics	s Curriculum F	- 2σ 2 I				

References: Mathematics Curriculum Pg. 21

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Play show me a number game with learners (up to 10), with	Have learners to Skip count forwards and backwards to and	What have we learnt today?
	fingers. Teacher mentions the number from (1 to 10).	from 1000 respectively by 2s, 5s and 10s, starting at 0 or at multiples of 2, 5, 10, 50 and 100	Counting sequence
	Learners then show their	, , ,	Give learners task to count
	fingers up to show the number.	Have learners to play the odd one out game.	numbers in sequence that is by Is and 2s
		Display number cards on the teachers table in front of the class. Arrange and mix up number cards. Call out learners to pick	
		numbers which are odd.	
		Play game in groups to create competition	
Tuesday	Have learners to write number	Have learners to Count to	Have learners to count how
	patterns in the air.	answer "how many?" questions	many books , desks, tables
		about as many as 100 objects	,pencils, crayons, blackboard,
	Bring handy objects to class, call	arranged in a line, a grid or a	rulers, sharpeners, erasers
	learners to count them. Now use the "how many" to ask	circle;	etc. in the classroom
	pupils about what they counted	Show that the count of a group of up to 100 objects does not change	
	Sing songs like:	regardless of the order in which	
	We class one	the objects are counted or the	
	We can count etc.	arrangement of the objects	
Wednes	Play show me a number game	Have learners to Estimate the	What have we learnt today?
day	with learners (up to 10), with	number of objects in a small group	
	fingers.	(up to 100) and describe the estimation strategy used;	Estimation
	Teacher mentions the number		
	from (1 to 10).	Select an appropriate estimate	Have learners to estimate the
	Learners then show their	among all those given for a group	number of objects in a small
	fingers up to show the number.	of up to 100 objects and justify the choice	group

	Show learners a chalk box full of chalks. Ask learners to guess the number of chalks and hence introduce the lesson	Represent the number of objects in a group with a written numeral 0 to 100. Use ordinal numbers to describe the position of objects up to 10th place	
Thursday	Engage learners in the game. Clap that number (up to 10). Have learners count in unison as they clap the number.	Display a number chart with numbers multiples of say 4 between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups	Give learners task to identify numbers in different positions around a chosen number using number grid
		and give each group a number grid and have them identify numbers in different positions around a chosen number. 4 8 7 16 18 11 28 44 69	

Week Ending:	DAY:	Subject: Science		
Duration: 60mins per lesso	on	Strand: Diversity of Matter		
Class: B2 Class Size:		Sub Strand: Living And N	on Living Things	
Content Standard: B2.1.1.2 Understand the differences between living, non-living things and things which have never been alive.	limbs and trunk)	ic structure of animals (head,	Lesson:	
Performance Indicator:	Co	e Competencies:		

Learners can describe the basic structure of animals (head, limbs and trunk)

Core Competencies:Problem Solving skills; Critical Thinking; Justification of Ideas;

Teaching/ Learning Resources Pictures of Plants and animals in the environment, plastics, paper, New words

References: Science Curriculum Pg. 36

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
<i>-</i> A19	THE TOTALLE		THE STATE OF THE PERSON OF THE
	Led learners to recite few	Learners watch videos or observe	Ask learners questions to
	rhymes	pictures of different animals	review their understanding of the lessson.
	One little finger	Let learners name some animals	
	One little finger, one little finger, two little fingers	from the pictures.	Give learners task to do whiles you go round to guide
	Tap, tap, tap	Learners identify the basic parts	those who need help.
	Point to the ceiling, Point to the floor,	of animals	
	Put them on your head,	Engage learners to draw animals	
	HEAD!	of their choice.	
	(continue with the lyrics by		
	pointing to all the body parts)		
	Begin the lesson by sharing a few jokes with learners.	Learners watch videos or observe pictures of different animals	Ask learners to summarize what they have learnt.
	Make sure to choose jokes	Let learners name some animals	Let learners say 5 words they
	that will get learners attention.	from the pictures.	remember from the lesson.
	Call two learners to share	Learners identify the basic parts	
	their jokes as well	of animals	
		Engage learners to draw animals	
		of their choice.	
	Play games, sing songs and	Learners design and mould	Ask learners to summarize
	recite familiar rhymes to begin	animals of their choice and	what they have learnt.
	the lesson.	identify the basic parts of those	Lat leavenue and Europela than
	Using questions and answers,	animals (head, limbs and trunk).	Let learners say 5 words they remember from the lesson.
	revise with learners on the	Learners explain why they chose	Temeniber ironi the lesson.
	previous lesson.	to mould those particular animals.	

Date:	DA	DAY:			Subject: OWOP		
Duration: 60mins per l	esson				Strand: All About Us		
Class: B2	Class: B2 Class Size:			Sub Strand: My self			
Content Standard:	<u>, </u>		Indicato	r:		Lesson:	
B2.1.2.1. Demonstrate	understan	ding of	B2.1.2.1.3	1. Identif	y things to do to develo	ра	
			self identity and self-worth				
Performance Indicator: Learners can identify things to do to develop a sen self identity and self-worth			sense of	se of Core Competencies: Communication and Collaboration Critical Thinking			
Teaching/ Learning R	esources	Pictures	s, Charts, Video Clips				
References: OWOP Curriculum Pg. 20							
DAYS PHASE I:	STARTER	P	PHASE 2:	MAIN	PH	ASE 3: REFLECTION	

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Ask learners questions to review their understanding of the lessson.	Learners talk about themselves individually and appreciate the way God created them.	Ask learners questions to review their understanding of the lessson.
	Give learners task to do whiles you go round to guide those who need help.	Learners role play scenarios and engage in activities that teach them the importance of developing a strong self Identity.	Give learners task to do whiles you go round to guide those who need help.
		Learners compose poems/write essays about themselves and what they can do to feel more valued at home, school and the community.	
	Ask learners to summarize what they have learnt.	Learners talk about themselves individually and appreciate the way God created them.	Ask learners to summarize what they have learnt.
	Let learners say 5 words they remember from the lesson.	Learners role play scenarios and engage in activities that teach them the importance of developing a strong self Identity.	Let learners say 5 words they remember from the lesson.
		Learners compose poems/write essays about themselves.	
	Ask learners to summarize what they have learnt.	Learners talk about themselves individually and appreciate the way God created them.	Ask learners to summarize what they have learnt.
	Let learners say 5 words they remember from the lesson.	Learners role play scenarios and engage in activities that teach them the importance of developing a strong self Identity.	Let learners say 5 words they remember from the lesson.
		Learners compose poems/write essays about themselves.	

Date:	DAY:			Subject: RELIGIOUS & MORAL EDUCATION		
Duration: 60mins				Strand: God's creation and Attributes		
Class: B2	Class Size:			Sub Strand: God the Creator		
Content Standard: B2. 1.1.1. Demonstrate an a of God's creation	ppreciation	oreciation Indicator: B2.1.1.1.1 mer		n the attributes of God that	Lesson:	
Performance Indicator: Learners can mention the attributes of God that reveal his nature				Competencies: Il Identity, Sharing Reconciliation, T	ogetherness,	
Teaching/ Learning Resources Wall charts, wall words, posters, video clip, etc.						
References: RME Curriculu	m Pg. 7					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Start with a related song.	Group learners into three In groups, lead learners to discuss	Review the lesson with learners.
	My god is so big	the attributes of God as the	
	So strong and so mighty	Sustainer of life:	Ask pupils to summarize the
	There is nothing my god cannot do.	- Giver of rain and sunshine, - the One who makes plants grow,	important points in the lesson
		- The Giver of air, etc.	Ask learners to draw and colure two things god created
		Let learners mention other	9.8.
		attributes of God in their local languages.	
		Let learners explain the attributes	
		of God relevant to their daily life,	
		e.g. God gives life, rain and air.	

Date:		DAY:		Subject: History			
Duration	Duration: 60mins per lesson St			Str	and: My Co	ountry Ghana	
Class: B2	2	Class Size:		Sub	Strand: T	he People of Ghana	
Content	Standard:		Indicator:				Lesson:
B2.2.1.1.	Demonstrate know	wledge of	B2.2.1.1.1 identif	y the	ethnic group	os in each region of	
the ethn	ic groups in Ghana		Ghana			_	I OF I
Perform	ance Indicator:		II.		Core Co	mpetencies:	
• Learr	ners can identify the	ethnic groups	in each region of G	hana		izenship, and digital li	teracy
Teaching	g/ Learning Resou	rces A r	map of Ghana indica	ting th			•
Reference	ces: History Currico	I D IO					
- TC-C-I C-II	ces. History Currict	ulum Pg. 10					
DAYS	PHASE I: STAI		PHASE 2: MAII	N		PHASE 3: REFLE	CTION
		RTER p showing regions on	Identify the admin	istrati		What have we learn	nt today?
	PHASE I: STAI Paste a Ghana ma the administrative	p showing regions on observe	Identify the admin	istrati [,]	s in each	What have we learn	nt today? regions in

With the aid of a slide / video / TV/internet, identify the regions

and ethnic groups in Ghana

Match the ethnic groups with

their region

Paste a Ghana map showing the administrative regions on

Ask to mention any thing they

the board for to observe

see on the map

the images the administrative

Engage learners in the "pupil as teacher"

Group learners into three.

Appoint learners from each

group to summaries the important points of the lesson.

regions

Date:	DAY:		Subject: Creative Arts			
Duration: 60mins per lesson			Strand: Visual Arts			
Class: B2	Class Size:	Class Size:		Planning, Making and Cor	mposing	
Content Standard:		Indicator:			Lesson:	
Demonstrate understanding o own ideas for artistic express		B2 1.2.2.1 /B2 1.2.3.1 Create own visual artworks using available visual arts media and methods.			I OF I	
Performance Indicator: Learners can create own visual artworks using available visual arts media and methods. Core Competencies: Decision Making and Creativity						
Teaching/ Learning Resources Photos, videos, art paper, colors and traditional art tools						

References:	Creative	Arts	Curriculum	Pg.	36
-------------	----------	------	------------	-----	----

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Revise some familiar rhymes and tongue-twisters taught.	Learners are to brainstorm on visual artworks that are produced or found	Ask learners questions to review their understanding of the lessson.
	Baa, Baa, Black Sheep	in other parts of Ghana	the lessson.
	Baa, baa, black sheep Have you any wool. Yes sir, yes sir, three bags	share ideas about the features of the visual artworks produced or found in those communities in Ghana.	Give learners task to do whiles you go round to guide those who need help.
	full.		'
	One for my master, one for his dame,	Make outline drawings to define those visual artworks.	
	One for the little boy who		
	lives down the lane	Use ideas they have gathered about visual artworks made or found in other communities to plan own artworks.	
	Have learners to sing some patriotic songs they know.	Learners are to discuss the history and culture of the people and identify the artworks found among the	Ask learners to summarize what they have learnt.
	Using questions and answers, review learners	people.	Let learners say 5 words they remember from the lesson.
	understanding in the previous lesson.	Create own artworks that reflect the history and culture of people in	
		other parts of Ghana.	

Date:	DAY:		Subject: Ghanaian Language			
Duration: 60mins per lesson		!	Strand: Listening and Speaking			
Class: B2	Class Size:	!	Sub Strand: Story Telling			
B2.1.4.1 Exhibit knowledge of listening to and retelling simple B2.1.4.1		Indicator: B2.1.4.1.1-2 Re morals/values in	tell part of a story and recognize the n a story.	Lesson:		
Performance Indicator: Learners can retell part of a story and recognize the morals/values in a story.		cognize the	Core Competencies: Creativity and innovation, Communication and collaboration			
Teaching/ Learni	ng Resources Wo	ord cards, sentence c	ards, letter cards, handwriting on a manila	card		

References: Ghanaian Language Curriculum Pg. 63

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters	Tell or show a clip of an interesting story of not more than ten minutes long to	Use questions to review their understanding of the lesson
	in the air as you mention them	learners.	Ask learners to summarize what they have learnt
		Discuss the clip with learners.	,
		Ask learners to retell it.	
	Have learners to write letter patterns in the air.	Tell an interesting story.	Use questions to review their understanding of the lesson
	·	Show video of an interesting story.	Ask learners to summarize
	Engage learners to sing songs	5.5.7.	what they have learnt
	and dance to it	Discuss with learners the morals/values in the story they have heard or watched.	,
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters	Let learners watch the video again.	Use questions to review their understanding of the lesson
	in the air as you mention them	Assign roles to them and let	Ask learners to summarize
		them dramatize the first three scenes.	what they have learnt
		Direct learners to dramatize the story.	

Date:	DAY:			Subject: PHYSICAL EDUCATION		
Duration: 60mins			Strand: Motor Skill & Movement Patterns			
Class: B2	Class Size:			Sub Strand: Manipulative skills		
Content Standard: Demonstrate competence in the movement patterns needed to of physical activities.				Lesson:		
Performance Indicator: Learners can roll a ball from stationary to a given point and back, using hands				re Competencies: mmunication and Critical Thinking		
Teaching/ Learning Resour	rces Pictures and	Pictures and Videos				
References: PE Curriculum P	g. 17					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION		
	Learners jog within demarcated area with their hands stretched sideways to warm their body up. Show pictures or videos of the skill to be learnt.	Learners demonstrate how to roll a ball from stationary using hands by placing a ball in front, bend the trunk forward and place 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	Organize mini game for learners for fun and enjoyment to prevent boredom. Take learners through cool down to end the lesson.		

mastery.

Learners can further use bats or

sticks to roll the ball to challenge the fast learners.

SCHEME OF LEARNING- WEEK 4

BASIC TWO

Name of School.....

Date:		DAY:			Subject: English Language			
Duration:					Core Compete			
Class: B2 Class Size:		Class Size:			 Reading and Writing Skills Person Leadership and Collaboration 		nal Development and	
	Content Standard: B2.1.5.1 B2.2.3.1 B2.4.4.1 B2.5.4.1 B2.6.1.1			Indicator: B2.1.5.1.1. B2.2.3.1.2. B2.4.4.1.1. B2.6.1.1.1			Lesson:	
A. Learners B. Learners C. Learners D. Learners E. Learners	ce Indicator: c can dramatize stories c can use words conta c can draw and label o c can use the simple po c can read a variety of English Language	ining digraphs to bjects found in th resent tense to ex age and level-app	neir e xpre:	e meaningful sen environment ss habitual action	าร	nd non-print		
DAYS	PHASE I: START	ER	PH	IASE 2: MAIN		PHASE 3: R	REFLECTION	
Monday	Led learners to recit Jack and Jill Jack and Jill went up To fetch a pail of wa Jack fell down and be And Jill came tumblis	the hill ter roke his crown ng after	A.ORAL LANGUAGE (Dramatization and Role-Play Pg.41) Have learners select an interesting story heard or read in class. Discuss the story and have learners recall main events and characters. Select characters and assign them roles to play. Let learners role-play the story. Discuss moral values from the story. Have learners say whether or not		Role-Play Pg.41) It an interesting din class. Ind have learners and characters. Ind assign them arners role-play the from the synether or not the drama and	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. Have learners to read and spet the key words on the board.		
Tuesday	Engage learners to p Of The Wagon" gam Three words are pla wagon/table. Example: cake rake The child determine doesn't rhymes and	ced in a king s which word	digi sh - Hav as p	B. REAL (Word Fami roduce learners raphs as in; ch- c - shirt ve learners build possible from dig	to simple church ph- photo as many words graphs.	they have lear will like to lea lesson. Have learners	to tell you what rnt and what they arn in the next s to read and spell s on the board.	

sentences with the words

C.WRITING

(Labelling items Pg.58)

Ask learners to tell you what

will like to learn in the next

lesson.

they have learnt and what they

out of the wagon'

wrists

Wednesday

Take learners through the creeping

activities for them to exercise their

	Learners to crawl under chairs, through a tunnel or on the field	Take learners round to look at charts showing labelled objects.	Have learners to read and spell the key words on the board.
	NB: crawling should be done in a clean environment	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	
Thursday	Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while	D. WRITING CONVENTIONS & GRAMMAR USAGE (Using Action Words Pg.65)	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.
	teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc.	Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories every day.	Have learners to read and spell the key words on the board.
		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	
Friday	Have a variety of age and level- appropriate books for learners to make a choice.	C.EXTENSIVE READING Use the Author's chair to introduce the reading/ library time.	Call learners in turns to tell the whole class what they read.
	Guide learners to select books.	Introduce narratives, pop-up and flip-the-page texts to learners.	Let Learners draw parts of the story they read
		Introduce e-books to learners, if available.	

Week Ending:	DAY:			Subject: Mathematics		
Duration: 60mins per lesson			Strand: Number			
Class: B2 Class Size:				Sub Strand: Number Operations		
Content Standard: B2.1.2.1 Demonstrate conceptual understanding of operations of addition and subtraction with sums up to 100			Indicator: B2.I.2.I.I Use conceptual understanding of addition and subtraction to add, and subtract numbers to 100			
Performance Indicator: Learners can use conceptual understanding of addition and subtraction to add, and subtract numbers to 100			Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;			
Teaching/ Learning Resources	Teaching/ Learning Resources Counters patter			nanila cards		
New words						

References: Mathematics Curriculum Pg. 21

Thursday

Write a number on the board.

DAYS PHASE 2: MAIN **PHASE 3: REFLECTION** PHASE I: STARTER Send learners out of the class Have learners use their feet, strides, arms, What have we learnt today? Monday for a small exercise. hand-span and referent materials such as sticks or threads to find how long a table, Using hand, feet span and other referent materials in Divide class into groups to play window and door frames etc., by counting a type of football called "small the number of times their feet, hand-span measuring. poles" and referent materials is able to do this Let learners' measure objects Ask learners to count each pole Have learners to demonstrate how long in the class by using their with their feet span four times. objects in the class are, by using their feet hand, feet span and other Introduce the lesson on the and hand-span referent materials field by alerting learners how the poles were measured. Bring measuring bowls, cups, Have learners use empty container such What have we learnt today? Tuesday buckets etc. to class. as bottles, cups etc. to determine the Call students to fill each item capacity of other bigger containers by Determining the capacities of counting to find how much (the number of bigger containers by using with water. times) the bottles, cups etc. is able to do smaller containers. Learners record the volume of this. each item. Review lesson with learners. Call out learners in groups to use empty Learners talk about the containers such as bottles, cups etc. to difference in volumes of the determine the capacity of other bigger various items containers by counting to find how much Write a number on the board Wednesday Add a given set of numbers in two Review lesson with learners and have learners to call out different ways by giving them home task to two or three addends that write in their workbooks might give the answer on the Example: 35 + 54 and 54 + 35 or 18 + 12 board + 3 and 3 + 18 + 12) and explaining why e.g. 25=10+10+5 the order in which numbers are added 25=20+5 does not change the sum and hence introduce the lesson Explain why the difference or sum is the same as the initial number when 0 is added or subtracted from a number (e.g., why 27 + 0 = 27 or 55 - 0 = 55)

Engage learner to solve several examples

What have we learnt today?

Match a word problem to a missing

addend

Display number cards in front of the class.	(e.g.,34 + = 57),	Demonstrating the understanding of addition and
Call and language to state the	missing subtrahend	subtraction.
Call out leaners to pick two	(e.g. 27 = 24) or	Daview she leasen with
cards that add up to the		Review the lesson with
number on the board.	missing minuend	learners by giving them task
	(54 = 63) statement	to write in their workbooks
	Create an addition or subtraction number sentence and word problem for a number up to 100 (i.e., given the solution 53, create an addition or subtraction sentence with an answer of 53 and a corresponding word problem).	
	Engage learners in a lot of story problems for them to solve	

Week Ending: DAY:			Subject: Science		
Duration: 60mins per lesson			Strand: Diversity of Matter		
Class: B2 Class Size:			Sub Strand: Living And Non Living Things		
Content Standard: B2.1.1.2 Understand the differences between living nor living thing	ings collectiving thing	cted from the environment	Lesson:		
Performance Indicator: Learners can group things collected from the environment into living and non-living things		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Idea		; Justification of Ideas;	
		ints and animals in the environment, plastics videos paper, metal			
New words					
References: Science Curriculum	Pg. 37				

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners bring pictures of	Guide leaners to group pictures into	What have we leant today?
	various living and non-living things	living and nonliving things	Grouping things collected from the
	Cillig3	Go on a nature walk, observe and	environment into living and non-
		collect things from the environment.	living things
		Lead leaners to group things	Invite the class to tell you what
		collected from the environment into	they have learnt in the lesson using
		living and non-living things	'pupil as teacher method'
	Learners bring pictures of	In groups learners work to sort out	What have we leant today?
	various living and non-living	things into living and non-living things	
	things	(based on the pictures and items	Grouping things collected from the
		collected from the environment).	environment into living and non- living things
		Learners give reasons for their	IIVIIIg ciiiigs
		groupings.	Invite the class to tell you what
		8. 6.4480.	they have learnt in the lesson using
		Have learners to draw and color two	'pupil as teacher method'
		things each of living and nonliving	
	Paste a hart on the board	things. Draw and color some of the things	What have we leant today?
	showing pictures of living	collected.	villat have we leant today:
	and nonliving things as	conceted.	Grouping things collected from the
	leaners observe	Project: Learners create some living	environment into living and non-
		and non-living things from materials	living things
	Have learners to talk about	such as clay, blu- tack, cardboard or	
	the chart and identify the	paper.	Learners present their final work
	names of things on the		to the class for appraisal
	chart.		

Class: B2 Content St B2.1.2.1. De self as uniq Performan Learners of self id Teaching/ I References	tandard: emonstrate underst que individual nce Indicator: rs can identify things to dentity and self-worth Learning Resource s: OWOP Curriculus	o do to deve	B2.1.2.1.2 sense of s	1. Identifications of the committee of t	Strand: All Abo Sub Strand: My fy things to do to d tity and self-worth Competencies: unication and Collab	self evelop a	Lesson: I OF I tical Thinking
Content St B2.1.2.1. De self as uniq Performan Learners of self id Teaching/ I References	remonstrate understague individual nce Indicator: The series can identify things to dentity and self-worth Learning Resource: The series is a self-worth compared to the series in the series is a self-worth series in the series	tanding of o do to deve	Indicato B2.1.2.1.: sense of s	1. Identifications of the committee of t	fy things to do to d tity and self-worth Competencies:	evelop a	I OF I
B2.1.2.1. De self as uniq Performan Learners of self id Teaching/ I References	remonstrate understague individual nce Indicator: The series can identify things to dentity and self-worth Learning Resource: The series is a self-worth compared to the series in the series is a self-worth series in the series	o do to deve	B2.1.2.1.2 sense of s	1. Identifications of the committee of t	tity and self-worth Competencies:		I OF I
self as uniq Performan Learners of self id Teaching/ L References	que individual nce Indicator: rs can identify things to dentity and self-worth Learning Resource s: OWOP Curricului	o do to deve	sense of s	Core Comm	tity and self-worth Competencies:		
Performan Learners of self id Teaching/ L References	re Indicator: res can identify things to dentity and self-worth Learning Resource s: OWOP Curricului	s Pictures	lop a sense	Core Comm	Competencies:		
 Learners of self id Teaching/ I References 	rs can identify things to dentity and self-worth Learning Resource s: OWOP Curriculu	s Pictures	lop a sense	Core Comm	Competencies:		tical Thinking
of self id Teaching/ L References	dentity and self-worth Learning Resource s: OWOP Curricului	s Pictures		Comm		oration Cri	tical Thinking
References	s: OWOP Curricului		s, Charts, Vide	eo Clips			
		m Pg. 20					
		6 ,,					
DAYS	PHASE I: STARTE						
ין כובם		ER	PHASE 2:	MAIN		PHASE	3: REFLECTION
	Led learners to recite	. fo	Lasunaus as			A als leases	nava savisa of
	rhymes	e iew	Learners co			Ask learners series of questions to review their	
	One little finger		essays about themselves and what they can do to feel more valued at home, school and the community. Learners are assigned projects to dialogue with parents on how they can be supported and encouraged to build strong sense of identity e.g. encourage good behavior and			understanding of the lesson	
	One little finger, one	littlo				understa	anding of the lesson
	finger, two little finger					Ask lear	ners to summarize
	Tap, tap, tap	13				what they have learnt	
	Point to the ceiling,					Wilac Circ	ey mave rearme
	Point to the floor,					Learners to read and spell th	
	Put them on your hea	ad. HEAD!					ds on the board.
	(continue with the lyrics					ice) words on the board.	
	pointing to all the body		performance				
	Led learners to recite		Learners co			Ask lear	ners series of
1	rhymes about the less	son			lves and what	question	s to review their
	-				nore valued at	understa	anding of the lesson
	My head my should		home, school	ol and th	e community.		-
	My head my shoulder					Ask lear	ners to summarize
	knees, my toes				d projects to	what the	ey have learnt
	My head my shoulder	rs, my			s on how they		
	knees, my toes 2x				d encouraged to		s to read and spell the
-	They all belong to JES	SUS! (clap)		sense of ood beh	f identity e.g. avior and	key wor	ds on the board.

performance at home.

Date:	DAY	DAY:			Subject: RELIGIOUS & MORAL EDUCATION		
Duration: 60mins					Strand: God's creation and Attributes		
Class: B2 Class Size:					Sub Strand: God the Creator		
Content Standard:			Indicato	Indicator:		Lesson:	
B2. 1.1.1. Demonstrate an appreciation			B2.1.1.1.1 mention the attributes of God that				
of God's creation			reveal his nature		I OF I		
Performance Indicator: Learners can mention the attributes of God that reveal his nature				Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,			
Teaching/ Learning Resources Wall char			arts, wall	words, p	osters, video clip, etc.		
References: RME (Curriculum Pg.	7					
References: RME (Curriculum Pg.	7					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
	Start with a related song.	Group learners into three In groups, lead learners to discuss	Review the lesson with learners.	
	My god is so big	the attributes of God as the		
	So strong and so mighty	Sustainer of life:	Ask pupils to summarize the	
	There is nothing my god cannot do.	- Giver of rain and sunshine, - the One who makes plants	important points in the lesson	
		grow,	Ask learners to draw and	
		- The Giver of air, etc.	colure two things god created	
		Let learners mention other attributes of God in their local languages.		
		Let learners explain the attributes of God relevant to their daily life, e.g. God gives life, rain and air.		

Date:	DAY:		Subject: History		
Duration: 60mins per lesson			Strand: My Country Ghana		
Class: B2 Class Size:			Sub Strand: The People of Ghana		
Content Standard: B2.2.1.1. Demonstrate knowledge of the		Indicator: B2.2.1.1.1 identify the ethnic groups in each region of Ghana		Lesson:	
ethnic groups in Ghana Performance Indicator:	ethnic groups in			re Competencies: bal citizenship, and digital li	1
 Learners can identify the ethnic groups in each region of Ghana Global citizenship, and digital Teaching/ Learning A map of Ghana indicating the various ethnic groups. 				icci acy	

References: History Curriculum Pg. 10

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION Review the lesson with	
	Paste a Ghana map on the	Guide learners to Identify the		
	board showing the administrative regions in	administrative regions of Ghana	learners by	
	Ghana.	Locate the ethnic groups in each region on a map of Ghana	Ask pupils to summarize the important points in the lesson	
	Have learners to talk about	region on a map or Ghana	important points in the lesson	
	what they see	With the aid of a slide or video show, identify the regions and ethnic groups in Ghana		
		Match the ethnic groups with their region.		
	Have learners to identify some	List the administrative regions in	Review the lesson with	
	taboos and oaths in their community	the order in which they created (starting with the oldest region)	learners by	
	,	(**************************************	Ask pupils to summarize the	
		Put learners in two groups. Display word cards with the various ethnic groups and administrative regions written on them.	important points in the lesson	
		Call a member of one group to pick up one of the ethnic groups.		
		Call a member from the other group and let him pick up the administrative region that match		
		the ethnic group		

Date:		DAY:		Subject: Crea	ative .	Arts	
Duration: 60mins per lesson				Strand: Perfo	rmin	g Arts	
Class: B2	2	Class Size:		Sub Strand:	Plann	ing, Making and Cor	mposing
Content Standard: Demonstrate understanding of how to general own ideas for artistic expressions on the people.			Indicator: B2 2.2.2.1 /B2 2.2.3.1 Compose own artworks usi available performing arts instruments, resources a methods to represent performing artworks		s, resources and	Lesson I OF I	
Perform Learners resources	ance Indicator: can compose own artwo and methods to represe z/ Learning	ent performing	lable performing art	s instruments,	Co i Dec	re Competencies: ision Making and Crea	
Resource	•						
DAYS	Learners sing song and recite rhymes about work. Show pictures of earthenware for learners to observe and talk about them		PHASE 2: MAIN		PHASE 3: REFL	ECTION	
			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 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		vn e	Learners talk about what was interesting and made meaning to them in the lesson.	
	Learners sing song an rhymes about work. Show pictures of eart for learners to observabout them	henware ave and talk	Engage learners to role play music, dance and drama performances in the identified communities in Ghana, using available instruments and resources; Create own music, dance and drama			Learners talk abou was interesting and meaning to them in lesson.	d made

to represent those performed by people in other communities in Ghana.

Date:	DAY:			Subject: Ghanaian Language			
Duration: 60mins per lesson				Strand: Reading			
Class: B2 Class Size:				Sub Strand: Phonological & Phonemic Awarenes			
Content Standard:							
B2.2.3.1 Demonstrate knowledge of			Indicator:		Lesson:		
hearing, recognising a	nd		B2.2.3.1.1 Recognize and create words with the same				
differentiating sounds	in spoken		sounds - initial and final position.			I OF I	
words.	•						
Performance Indicate Learners can recognize a initial and final position.		ords v	vith the same so	unds -	Core Competencies: Creativity and innovation, Commucollaboration	nication and	
Teaching/ Learning R	Wor	d cards, sentence	cards, le	tter cards, handwriting on a manila c	ard		
References: Ghanaian	Language Cu	rricul	um Pg. 71				

PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
Put learners into groups	Let learners explore a rhyme.	Use questions to review their understanding of the lesson	
Write a list of items on the	Write some words on the		
chalkboard by wrongly spelling them and allow students to self-	board.	Ask learners to summarize what they have learnt	
correct them.	Lead learners to mention the words.	,	
Invite one person from each			
group to write their answers on the board	Call learners to mention the words individually.		
	Assist learners through		
	discussion to recognize and		
	create words with the same		
	sounds in word initial and final positions.		
Engage learners to play the crossword game	Write some words on the board.	Use questions to review their understanding of the lesson	
Write a word on the board crossword-style. Invite each student to the board to create a	Lead learners to mention the words.	Ask learners to summarize what they have learnt	
new word stemming from the	Call learners to mention the		
letters that are already available	words individually.		
	Assist learners through		
	discussion to recognize and create words with the same		

sounds in word initial and final

Use questions to review their

understanding of the lesson

Ask learners to summarize

what they have learnt

Write some words on the

Lead learners to mention the

positions.

board.

words.

Engage learners to play games

and sing songs to begin the

lesson

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

Date:	DAY:		Subject: PHYSICAL EDUCATION			
Duration: 60mins					Strand: Motor Skill & Movement Patte	erns
Class: B2	Class	Size:			Sub Strand: Manipulative skills	
Demonstrate competence in the motor skills and movement patterns needed to perform a variety and		ndicator: 32.1.4.1.4: Demonstrate balance on the ground and on objects, using bases of support other than both feet.				
Performance Indicator: Learners can demonstrate balance on the ground and on objects, using bases of support other than both feet.				ore Competencies: mmunication and Critical Thinking		
Teaching/ Learning Resources Pictures and V		Vide	os			
References: PE Curriculum F	Pg. 18					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
	Take learners through general and specific warm ups.	Demonstrate balance on the ground by sitting on the ground, raise your feet off the ground	Take learners through cool down to end the lesson	
	Learners warm up by doing knees boxing	and support the trunk with your hands for learners to observe.		
		Sit on a chair and lift your feet off the ground. Guide learners to identify the chair as the base of support.		
		Assessment: Organize mini		
		game for learners for fun and enjoyment		
		Learners practice with others as well as give support to others		

SCHEME OF LEARNING- WEEK 5

BASIC TWO

Name of School.....

Date:	DAY:		Subject: English Language	
Duration:			Core Competencies:	I Dovolopment and
Class: B2	Class Size:		Reading and Writing Skills Personal Development and Leadership and Collaboration	
Content Standard: BI.I. 6.I BI.2.6.I BI.4.5.I BI.5.	5.1 B2.6.1.1	Indicator: B1.1. 6.1.1. B1.2 B2.6.1.1.1	2.6.1.1. B1.4.5.1.1. B1.5. 5.1.1.	Lesson:

Performance Indicator:

- A. Learners can use appropriate greetings for different times of the day
- B. Learners can read level-appropriate sight words and use many of them in meaningful sentences
- C. Learners can make a list of objects in the school
- D. Learners can identify adjectives and use them to describe self and other people
- E. Learners can read a variety of age and level-appropriate books and texts from print and non-print.

References: English Language Curriculum Pg.

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing songs and recite some familiar rhymes they know	A. ORAL LANGUAGE (Conversation Pg.8)	Give learners task to complete while you go round the class to support those who might need
	ONE POTATO, TWO POTATOES One potato, two potatoes, three potatoes, four	Revise daily greetings by having learners identify greeting times in the day. e.g. Morning-Good morning, Afternoon-Good afternoon, Evening-Good evening.	extra help. Have learners to read and spell some of the keywords in the lesson
	Five potatoes, six potatoes, seven potatoes, more.	Discuss the correct responses to these greetings.	
	One potato, two potatoes, three potatoes, four	Let learners take turns to demonstrate greetings at different	
	Five potatoes, six potatoes, seven potatoes, more	times of the day and also practice the appropriate responses.	
		Discuss the importance of greetings	
Tuesday	Engage learners to play "Read- Cover- Write" game.	B. READING (Vocabulary Pg.23)	Give learners task to complete while you go round the class to support those who might need
	Put word cards on the table, floor or a bowl.	Introduce the appropriate sight words beginning with the commonest. Write	extra help.
	A pupil picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book.	them on the board, e.g. chair, table, child, etc.	Have learners to read and spell some of the keywords in the lesson
	He then picks the card again and show it to the class.	Use the word "tree" to teach the sight words.	
	The class checks to see if the word is correct.	Have learners repeat the words aloud. Tell a story and have learners identify	
	The student with the correct number of words wins the game.	sight words in the story.	

		Have learners use the sight words in meaningful sentences, e.g. determiners - the: The boy is my friend.	
\^/- dd	Ask children to choose any 4		Circa las un sus tasla ta as una lata
Wednesday	letters and write them in their books/on the floor.	C. WRITING (Writing Sentences Pg.32)	Give learners task to complete while you go round the class to support those who might need
	The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.	Guide learners with questions to talk about the various areas or places in the school e.g. head teacher's office, canteen etc.	extra help. Have learners to read and spell some of the keywords in the lesson
	The first child to cross out all 4 of their letters shouts BINGO!! and is the winner. This can also be played with high frequency words that the children	Put learners into groups. Let each group choose a name for their group and an area or place they want to work on.	
	know.	Let each group list the objects found in the place of their choice.	
		Have a big chart on the wall and copy their lists on the chart. Let groups take turns to edit their work.	
		Let learners copy the edited words into their books	
Thursday	Engage learners to play the	D.WRITING CONVENTIONS &	Give learners task to complete
 ,	classroom ghost game. Teacher scatters objects in the classroom assuming it's a ghost. Example you could place some	GRAMMAR USAGE (Using Adjectives Pg.36) Have learners read level-appropriate	while you go round the class to support those who might need extra help.
	textbooks on the floor, put a pen on the window sill, etc.	texts describing people. Put learners in groups to discuss the	Have learners to read and spell some of the keywords in the lesson
	Put learners into pairs to make a note of what the ghost has moved around	texts read. Provide questions to help them identify the descriptive words.	
	Example the books are the floor but they should be in the cupboard.	Have learners write simple sentences to describe themselves, using the descriptive words identified.	
	·	Have learners write parallel sentences to describe their friends	
Friday	Have a variety of age and level- appropriate books for learners	C.EXTENSIVE READING	Call learners in turns to tell the whole class what they read.
	to make a choice. Guide learners to select books.	Use the Author's chair to introduce the reading/ library time.	Let Learners draw parts of the story they read
	23.20 (03.110.0 00 00.000 00000)	Introduce narratives, pop-up and flip- the-page texts to learners.	
		Introduce e-books to learners, if available.	

Week Ending:	DAY:	DAY:		Subject: Mathematics	
uration: 60mins per lesson Strand: Number		Strand: Number			
Class: B2	Class Size:			Sub Strand: Number Operations	
Content Standard: B2.1.2.1 Demonstrate conceptual of operations of addition and subtraums up to 100 Performance Indicator: Learners can use conceptual understate subtraction to add, and subtract numbers.	action with	Indicator: B2.I.2.I.I Use co and subtraction 100 Core Problem		conceptual understanding of addition n to add, and subtract numbers to I OF I e Competencies: lem Solving skills; Critical Thinking; Justification of Ideas	
Teaching/ Learning Resources Counters pattern		erns made	e from n	nanila cards	
New words					
References: Mathematics Curriculum	ı Pg. 24				

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Teacher calls out numbers from I to 20 Have learners to write number patterns in the air. Randomly call learners to write a	Add a given set of numbers in two different ways. e.g. 35 + 54 and 54 + 35 or 18 + 12 + 3	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
	said number on the board	and 3 + 18 + 12	area mile spesium norph
		Let learners understand by explaining why the order in which numbers are added does not change the sum. Give learners a set of numbers to add at their own pace. Encourage others by helping them to add.	
Tuesday	Engage learners to sing the song WE CAN COUNT We class two We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class two can count very well.	Introduce learners to the concept of zero. Let learners understand that zero is a number which represent "nothing" Explain to learners why the difference or sum of two numbers is the same as the initial number when 0 is added or subtracted from that number. e.g., why $27 + 0 = 27$ or $55 - 0 = 55$	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Wednesday	Get a viral picture, a trending news on twitter, Facebook,	Guide learners to match a word problem to a missing addend e.g., 34 + = 57	Give learners task to complete whiles you go round

	YouTube and other social media handles. Discuss what is trending and invite learners to share their opinions on them.	Guide learners to match a word problem to a missing subtrahend e.g. 27 = 24	to guide those who don't understand. Give remedial learning to those who special help.
		Guide learners to match a word problem to a missing minuend e.g 54 = 63	
Thursday	Teacher calls out numbers from 1 to 20 Have learners to write number	Create an addition or subtraction number sentence and word problem for a number up to 100	Give learners task to complete whiles you go round to guide those who don't understand.
	patterns in the air. Randomly call learners to write a said number on the board	Example: Given the solution 53, create an addition or subtraction sentence with an answer of 53 and a corresponding word problem.	Give remedial learning to those who special help.

Week Ending:	DAY:		Subject: Science		
Duration: 60mins per lesson			Strand: Diversity of Matte	er	
Class: B2	Class Size:		Sub Strand: Materials		
Content Standard: B2.1.2.1 Recognise materia	Indicator: Is B2.1.2.1.1 Know the co			Lesson:	
as important resources for providing human needs	such as soft, hard, rou bendable	igh, smc	ooth, opaque, transparent,	I OF I	
Performance Indicator: Learners can Know the common properties of materials such as soft, hard, rough, smooth, opaque, transparent, bendable			Competencies: m Solving skills; Critical Thinking	g; Justification of Ideas;	
Teaching/ Learning Metals, woods plastics s Resources		oil stone	es paper pencil crayons		
New words					
References: Science Curricu	lum Pg. 37				

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
	Begin the lesson by sharing a	Learners collect and bring a	Ask learners to summarize	
	few jokes with learners.	variety of everyday materials from the home, school and community.	what they have learnt.	
	Make sure to choose jokes	,	Let learners say 5 words they	
	that will get learners attention.	Materials should include items such as cotton wool, pieces of cloths,	remember from the lesson.	
	Call two learners to share	pieces of paper, cardboard, wood,		
	their jokes as well	plastics, polythene bags, soil samples, marbles, chalk, crayon, pen, straws.		
		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		
	Play games sing sangs and	the teacher's assistance	A ale la a una una da a coma una unima	
	Play games, sing songs and recite familiar rhymes to begin the lesson.	Provide materials that can bend, for learners to observe.	Ask learners to summarize what they have learnt.	
		Learners feel and draw materials	Let learners say 5 words they	
	Using questions and answers, revise with learners on the	that are hard, soft, smooth, etc.	remember from the lesson.	
	previous lesson.	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		
		because it can be moulded		
		without breaking, etc.		

Date:	DAY:		Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us		
Class: B2	Class Size:		Sub Strand: My Family & the community	
Content Standard: B2.1.3.1. Show appreciation of the roles of members of the family in their daily lives Indicator: B2.1.3.1.1. Identify the of the individual members.		ne role and responsibilities mbers of the family	Lesson:	
Performance Indicator: • Learners can identify the role and responsibilities of the individual			Core Competencies:	

 Learners can identify the role and responsibilities of the individual members of the family Core Competencies:
Communication and Collaboration Critical Thinking

Teaching/ Learning Resources Pictures, Charts, Video Clips

References: OWOP Curriculum Pg. 21

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
	Begin the lesson by sharing a few jokes with learners.	Learners, in turns, talk about their roles in the house. Example: Children run errands,	Ask learners to summarize what they have learnt.	
	Make sure to choose jokes that will get learners attention.	performing house chores, Engage learners to role play some of the	Let learners say 5 words they remember from the lesson.	
		roles in the house.		
	Call two learners to share			
	their jokes as well	Let learners identify the roles of their		
		parents in the family: Example: Parents provide shelter, food,		
		security and education for their children,		
		etc.		
	Play games, sing songs and	Learners, in turns, talk about their roles	Ask learners to summarize	
	recite familiar rhymes to begin the lesson.	in the school. Example: Children run errands, learning,	what they have learnt.	
	the lesson.	etc.	Let learners say 5 words	
	Using questions and answers,		they remember from the	
	revise with learners on the previous lesson.	Engage learners to role play some of the roles in the school.	lesson.	
		Let learners identify the roles of people		
		in the community.		
		Example: Police protects people, Doctors care for the sick,		
	Begin the lesson by sharing a	etc. Learners role play the functions of the	Ask learners to summarize	
	few jokes with learners.	various members in the family and the community,	what they have learnt.	
	Make sure to choose jokes	e.g. learners play the role of a father,	Let learners say 5 words	
	that will get learners	mother, police, doctor, teacher, etc.	they remember from the	
	attention.	Toochor oncourages learners to	lesson.	
	Call two learners to share	Teacher encourages learners to undertake their routine responsibilities		
	their jokes as well	without being commanded or prompted		

Date:		DAY:			Subject: RELIGIOUS & MORAL EDUCATION		
Duration:	60mins			9	Strand: God's creation and Attributes		
Class: B2		Class Size:		9	Sub Strand: The	Environment	
Content S	Standard:		Indicato	r:			Lesson:
B2.1.2.1. A	Appreciate the en	vironment	B2.1.2.1.1	Explain th	he importance of	the	
as God's c	reation		environm	ent.			I OF I
				Competencies: Identity, Sharing Re	conciliation, Toge	therness,	
Teaching/ Learning Wall charts, wall words, posters, video clip, etc. Resources							
Reference	s: RME Curriculu	m Pg. 7					
			•				
DAYS	PHASE I: STA	RTER	PHASE 2: MA		1	PHASE 3: RE	FLECTION
	DI ·		T.1	. 4	l (4	A -1 - 1	•

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
	Play games, sing songs and recite familiar rhymes to begin the lesson.	Take a nature walk of the school environment with learners to observe:	Ask learners to summarize what they have learnt.	
	l		Let learners say 5 words they	
	Using questions and answers, revise with learners on the previous lesson.	- things of natural existence (objects God created): trees, stones, animals, etc.,	remember from the lesson.	
		- things created by humankind: buildings, cars, tables, chairs, etc.		
		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.		

Date:	DAY:		Subject: Histor	У	
Duration: 60mins per lesson			Strand: My Co	untry Ghana	
Class: B2	Class Size:	Sub Strand: The People		ne People of Ghana	
Content Standard: B2.2.1.1. Demonstrate know the ethnic groups in Ghana Performance Indicator: Learners can identify the earning/ Learning Resources: History Curriculary	ethnic groups i			I OF I ompetencies: izenship, and digital literacy	
DAYS PHASE I: STA	RTER	PHASE 2: MAIN		PHASE 3: REFL	ECTION
Play games, sing serecite familiar rhybegin the lesson. Using questions arevise with learned previous lesson.	ymes to	Revise with learners sixteen administrative their capitals in ghand and to tell the regions the Base on learners resintroduce the Akan Find out from learner language, cloths and Akans. With the Aid of a G guide learners to locate regions that make upethnic group. Show pictures or vicin practices of the Akan group.	re regions and real. Inly for them rey were born. Exponses to rethnic group. For the food by the real the re	Ask learners to su what they have lea Let learners say 5 remember from the	urnt. words they

Discuss the Akan Ethnic group

with learners.

Date:		DAY: Subject: Creati			ative Arts		
Duratio	n: 60mins per lesson			Strand: Visua	ll Arts		
Class: B	2	Class Size:		Sub Strand: Displaying and Sharing			
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B2.1.3.4.1 /B2.1.3.5.1 Plan for a dispartworks that reflect the history and life of people in other Ghanaian cor		y and culture or way of	Lesson:		
Perform Learners culture of Teaching	nance Indicator: can plan for a display or way of life of peopl ng/ Learning	e in other Ghai	rks that reflect the	history and	Core Competencies Decision Making and Crea	re Competencies: ision Making and Creativity	
Resource	ces ces: Creative Arts C	Lurriculum Pa	36				
Keieren	creative Arts C	our realiant 1 g.	30				
DAYS	PHASE I: STAR	TER	PHASE 2: MAIN	I	PHASE 3: REFLE	CTION	
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.		Learners are to we or exhibition of ar in other Ghanaian Discuss the need of portfolio of own we wisual artworks to educate and inform the history and cu	or displaying isual artworks. ortfolio of own share ideas, in the public on		e learnt.	
	Engage learners to sing songs and recit begin the lesson. Using questions and review learners on lesson.	d answers	people in Ghana Guide learners to on their own. It m paintings, collage, I drawings etc. Go round the clas learners are follow orders. Learners to display visual artworks to inform the public of culture of people if community	ay include paper work, s to ensure that ving the right or portfolio of over educate and on the history a	wn	learners ne lesson. ns to	

Date:	DAY:		Subject: Ghanaian Language		
Duration: 60mins per	ration: 60mins per lesson Strand: Reading				
Class: B2 Class Size:		Sub Strand: Phonics: letter & sound knowledge			
Content Standard:			•		
connecting sounds to letters and B		Indicator: B2.2.4.1.1-3 Use alphabetic knowledge to Blend syllables to produce simple words decode words.		Lesson:	
to read.	ynabies in order	o,		p.cc.ac account not acc	
Performance Indicator: Learners can use alphabetic knowledge to Blend syllabl produce simple words decode words.		Blend syllables t	:0	Core Competencies: Creativity and innovation, Commucollaboration	inication and
Teaching/ Learning Resources Word cards, sentence			cards, le	etter cards, handwriting on a manila o	ard
References: Ghanaian Language Curriculum Pg. 72					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Flash letter cards to learners for them to make its sounds.	Let learners explore a rhyme.	Use questions to review their understanding of the lesson
	Ask pupils to write some	Write some syllables on a manila	_
	letters in the air as you mention them	card and show it to learners.	Ask learners to summarize what they have learnt
		Lead learners to read the syllables.	,
		Lead learners to blend syllables to produce simple words.	
	Have learners to write letter patterns in the air.	Revise the letters of the alphabet with learners.	Use questions to review their understanding of the lesson
	Engage learners to sing songs and dance to it	Write some words on a manila card and assist learners to use alphabetic knowledge to decode the words.	Ask learners to summarize what they have learnt
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some	Write some simple sentences on the board.	Use questions to review their understanding of the lesson
	letters in the air as you mention them	Lead learners to read the sentences.	Ask learners to summarize what they have learnt
		Call learners to read the simple	
		sentences on the board as a group.	
		Let learners read the sentences individually and correct them where	

necessary.

Date:	DAY:	DAY:		Subject: PHYSICAL EDUCATION		
Duration: 60mins	•			Strand: Motor Skill & Movement Patterns		
Class: B2	Class Size:			Sub Strand: Rhythmic skills		
•	ence in the motor skills and B2.I		1.5.1.	cator: .5.1.5: transfer weight from feet to hands from hands to feet, landing with control.		
Performance Indicator: Learners can transfer weight from feet to hands and from hands to feet, landing with control. Teaching/ Learning Pictures and Videos				re Competencies: mmunication and Critical Thinking		
Resources	113331130 4112 71200					

References: PE Curriculum Pg. 18

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Take learners through general and specific warm	Learners stand shoulder width apart.	Have learners to practice individually and in groups.
	ups.	Let them transfer weight from the	Help those who finds it difficult
		feet to the hands sideways by bending the trunk laterally and	and help them
		placing the hand on the ground	Assessment:
		after warm-ups and demonstration.	Organize mini game for learners for fun and enjoyment.
		Transfer weight momentarily from	1 1 1 1 1 1 1 1 1
		feet to one hand to the other in hand stand position.	Take learners through cool down to end the lesson
		This process is continuous rotational movement of the body through landing on both feet and back to standing position with control (cartwheel).	
		Learners practice with support and feedback.	
		Allow learners to progress at their own pace.	

SCHEME OF LEARNING- WEEK 6

BASIC TWO

Name of School.....

Date:	DAY:		Subject: English Language		
Duration:			Core Competencies:	l Dovolopment and	
Class: B2	Class Size:		Reading and Writing Skills Personal Development and Leadership and Collaboration		
Content Standard: B2.1.6.1 B2.2.6.1 B2.4.5.1 B2.5.5.	I B2.6.1.1	Indicator: B2.1.6.1.2. B2.2 B2.6.1.1.1	2.6.1.1. B2.4.5.1.1. B2.5.5.1.1.	Lesson:	

Performance Indicator:

- A. Learners can talk about events at home
- B. Learners can read level-appropriate sight words, understand and use many of them in meaningful sentences
- C. Learners can write simple sentences to express feelings
- 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

References: English Language Curriculum Pg.

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Gather 10 objects that can be found in the classroom and lay them all out on the desk. Show them all to the students and then cover everything with a blanket or a sheet after one minute. Ask learners to write down as many items they remember on a piece of paper.	A. ORAL LANGUAGE (Conversation Pg.42) 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.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
		Have learners role-play some of the scenes. E.g. People engaged in domestic chores. People at table	
Tuesday	Write a simple word vertically on the board . E.g. P E N Invite learners to come up with a word starting with each letter of the vertical word.	B.READING (Vocabulary Pg.52) Introduce the selected sight words, one at a time, in context and write them on the board. Start from the basic words they already know. Have learners repeat the words aloud a number of times. Write the words on the board.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
		Have learners read the words in order and at random.	

		Use think-pair-share to have learners form sentences with them	
Wednesday	Have learners sing songs and recite familiar rhymes	C. <u>WRITING</u> (Writing Simple Words Pg.59)	Give learners task to complete while you go round the class to support those who might need
	MINGLE MINGLE •Mingle, mingle – mingle 2x	Put learners in groups to share their feelings.	extra help.
	Two mingle (2 come together)		Have learners to read and spell
	•Mingle, mingle – mingle 2x	Let each one write, at least, one	some of the keywords in the
	Three mingle (3 come together)	sentence to express a feeling, e.g. "I	lesson
	•Mingle, mingle – mingle 2x	am happy."	
	four mingle (4 come together)		
Thursday	Write a simple word vertically	D. WRITING CONVENTIONS	Give learners task to complete
	on the board . E.g. P	& GRAMMAR USAGE	while you go round the class to
	N N	(Using Adjectives Pg.66)	support those who might need extra help.
	Invite learners to come up with a	Use appropriate texts to help	
	word starting with each letter of	learners to describe the weather	Have learners to read and spell
	the vertical word.	and show quantity and position or	some of the keywords in the
		order of people and things,	lesson
		e.g.: weather - It is cold. quantity - I	
		have two pens. position or order of	
		people and things – She is on the first row	
Friday	Have a variety of age and level- appropriate books for learners	C.EXTENSIVE READING	Call learners in turns to tell the whole class what they read.
	to make a choice.	Use the Author's chair to introduce	,
		the reading/ library time.	Let Learners draw parts of the
	Guide learners to select books.		story they read
		Introduce narratives, pop-up and	
		flip-the-page texts to learners.	
		Introduce e-books to learners, if available.	

Week Endi	ng:	DAY:		Subj	ject: Mathem	atics	
Duration: 6	0mins per lesson			Stra	.nd: Number		
Class: B2		Class Size:		Sub	Strand: Nun	nber Operations	
concept of ' subtraction Performane Learners can to solve addi	monstrate an understan 'not equal to" to solve a problems with sums up ce Indicator: use the concept of "equal tion and subtraction problems.	ddition and to 100 to" and "not e ems with sums	equal to' problems qual to" up 100.	I use the cond to solve addi s with sums up	tion and subt p 100. petencies: ng skills; Critica		Lesson: I OF I tion of Ideas;
References	: Mathematics Curriculum	Pg. 24					
DAYS	PHASE I: STARTER	PF	IASE 2: M	AIN		PHASE 3: RE	FLECTION
Monday	Have leaners to solve for missing numbers in the ecells +	mpty the use as" "#" Pun yel Ha reconstruction Ha say the He	e same as" of e models to of "not eq" two red blooks ave leaners to cord it. we leaners to ring the yelloes red blocks	o count each so tell the diffe ow blocks is mode. I by 2. I locks "≠" sever	o" the same the symbol d four set and rence by nore than	Give learners ta while you go ro support those wextra help. Have learners to some of the key lesson	und the class to vho might need o read and spell
Tuesday	Engage leaners to Play sh number game with learne			given sets, equ that are not e		Give learners ta while you go ro	

	3 4	Put two red blocks aside and four yellow blocks aside. Have leaners to count each set and record it. Have leaners to tell the difference by saying the yellow blocks is more than the red blocks by 2. Hence 5 red blocks "\neq" seven yellow blocks	lesson
Tuesday	Engage leaners to Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number	Changing two given sets, equal in size, to create sets that are not equal (e.g., change = to \neq), explain the changes made and why. Use models to demonstrate to leaners how to make two given sets unequal. Show two sets of blocks to leaners. Have leaners to count each set and record. Take away a block from one set. Leaners realize that the blocks are not equal again.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Wednesday	Engage leaners to sing the song We class six We can count We count 1,2,3,4,5	Determining whether two sides of a given number sentence are equal or not and using the appropriate symbol to	Give learners task to complete while you go round the class to support those who might need extra help.

	We count 6,7,8,9,10 We class six can count very well.	represent the relationship (e.g., 16 \neq 8 + 5) Have leaners to use a symbol (\square) to represent an unknown in addition/subtraction statements to 100.	Have learners to read and spell some of the keywords in the lesson
Thursday	Engage leaners to Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number	Demonstrate an understanding of the relationship between addition and subtraction by describing a subtraction as an equivalent addition and vice versa; i.e. finding the missing addend.	Give learners task to complete while you go round the class to support those who might need extra help.
	from (1 to 10). Learners then show their fingers up to show the number	For example: subtract 40 – 28 is the same as finding the number that must be added to 28 to make 40.	Have learners to read and spell some of the keywords in the lesson
Friday	Engage learners to sing I'm counting one, what is one I - One is one alone, alone it shall be. 2 - Two pair, two pair come	Demonstrate an understanding of the relationship between addition and subtraction by describing a subtraction as an equivalent addition and vice versa; i.e. finding the missing addend.	Give learners task to complete while you go round the class to support those who might need extra help.
	pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister	For example: subtract 40 – 28 is the same as finding the number that must be added to 28 to make 40.	Have learners to read and spell some of the keywords in the lesson

Week Ending:			Subject: Science				
Duration: 60mins per lesson			Strand: Diversity			of Matter	
Class: B2	Class	Size:			Sub Strand: Mate	erials	
Content Standard:							
B2.1.2.2 Know that							
substances can exist in	l	dicator	_				
different physical states			-	nroner	ties of solids, liquid	s and	Lesson:
(solid, liquid, gas): many		ses	describe tric	proper	ties of solius, liquid	s, anu	I OF I
substances can be changed	d ga	363					
from one state to another							
by heating or cooling							
Performance Indicator:				Core	Competencies:		
Learners can describe the pro and gases	perties	of solid	s, liquids,			ıl Thinking	; Justification of Ideas;
Teaching/ Learning Resou	rces	Metals	, woods pla	stics soil	stones paper penc	il crayons	3
New words							
References: Science Curricu	ılum Pg	. 38					
DAYS PHASE I: STA	DTED		PHASE 2). MAIN		DLIACI	E 3: REFLECTION
DATS PHASE I: STA	KIEK		PHASE	Z: MAII	•	PHASI	E 3: REFLECTION
Play a game of "I	spy" wi	th	Display di	fferent n	naterials in solid,	Ask lea	rners questions to
learners using rid			liquid or gaseous state, e.g. ice, water, vapor, fruit juice, oil and gravels.			their understanding of	
describes the rela	ative po	sition			the less	son.	
of various object,							
something that is			Learners observe the materials and describe their properties in terms			Give learners task to do	
chair, in front of tetc.	the boo	okcase,					ou go round to guide
etc.					pe, flow, and how	uiose w	vho need help.
			easily they				
			stretched				
				_			
					oups. Share		
					he groups. wn the properties		
					nd present their		
			work to t		.a pi esene unen		
Play games and re	ecite rh	ymes			ving pictures of	Ask lea	rners to summarize
that learners are	familiar	-	different r	naterials	on the board.	what th	ey have learnt.
to begin the lesso	n.				bserve the		
	. •		pictures o	n the ch	art		ners say 5 words they
Ask learners que			Location	ا عالمه	out the =:et	rememl	ber from the lesson.
review their under the previous lesse		וון אוו	Leaners to	taik ab	out the pictures		
the previous less	J11.		Have lean	ers to id	lentify the names		
			of items of		•		
					sort out more		
				into soli	ds, liquids and		
Dlay a game of "I	cov" ···	th	gases	ato the	formation of	Ask los	rnore questions to
Play a game of "I learners using rid					ite) by boiling		rners questions to their understanding of
describes the rela			water.	cous sta	ice, of boiling	the less	_
of various object,							= =: ···
	J	the	1			Ī	

chair, in fro	ont of the bookcase,	Water vapor can be produced from the evaporation or boiling of liquid water or from sublimation of ice.	Give learners task to do whiles you go round to guide those who need help.
		Use boiling to demonstrate the formation of vapor	
		ang na gan	

Date:	DAY:		Subject: OWOP		
Duration: 60mins per lesson			Strand: All About Us		
Class: B2 Class Size:			Sub Strand: My Family &	the community	
B2.1.3.1. Show appreciation of the roles of members of the family in their responsil			. Identify the role and illities of the individual members of	Lesson:	
Performance Indicator: Learners can identify the role and responsibilities of the individual members of the family		Core Competencies: Communication and Collaboration Critical Thinking			
Teaching/ Learning Resou	rces Pi	Pictures, Charts, Video Clips			

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
DAIS	THASE I. STARTER	THASE 2. PIAIN	THASE 3. KEI LECTION
	Begin the lesson by sharing a few jokes with learners.	Learners, in turns, talk about their roles in the house. Example: Children run errands,	Ask learners to summarize what they have learnt.
	Make sure to choose jokes that will get learners	performing house chores,	Let learners say 5 words they remember from the
	attention.	Engage learners to role play some of the roles in the house.	lesson.
	Call two learners to share		
	their jokes as well	Let learners identify the roles of	
		their parents in the family: Example: Parents provide shelter,	
		food, security and education for	
		their children, etc.	
	Play games, sing songs and	Learners, in turns, talk about their	Ask learners to summarize
	recite familiar rhymes to begin	roles in the school.	what they have learnt.
	the lesson.	Example: Children run errands,	
	Heing greations and answers	learning, etc.	Let learners say 5 words they remember from the
	Using questions and answers, revise with learners on the	Engage learners to role play some of	lesson.
	previous lesson.	the roles in the school.	resson.
		Let learners identify the roles of	
		people in the community.	
		Example: Police protects people,	
		Doctors care for the sick,	
	Desir de la constante de la co	etc.	A.I. I
	Begin the lesson by sharing a few jokes with learners.	Learners role play the functions of the various members in the family and the community,	Ask learners to summarize what they have learnt.
	Make sure to choose jokes	e.g. learners play the role of a father,	Let learners say 5 words
	that will get learners attention.	mother, police, doctor, teacher, etc.	they remember from the lesson.
		Teacher encourages learners to	
	Call two learners to share	undertake their routine	
	their jokes as well	responsibilities without being	
		commanded or prompted	

Content Standard: B2.1.2.1. Appreciate the environment as God's creation Performance Indicator: Learners can explain the importance of the environment. Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Cultural Identity, Sharing Reconciliation, Togetherness, Wall charts, wall words, posters, video clip, etc. References: RME Curriculum Pg. 7	Date:		DAY:			Subject: RELIGI	OUS & MORAL	EDUCATION
Content Standard: B2.1.2.1. Appreciate the environment as God's creation Performance Indicator: Learners can explain the importance of the environment. Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Cultural Iden	Duration:	60mins		Strand: God's creation and Attributes				ibutes
B2.1.2.1. Appreciate the environment as God's creation Performance Indicator: Learners can explain the importance of the environment. Teaching/ Learning Resources Wall charts, wall words, posters, video clip, etc. References: RME Curriculum Pg. 7 DAYS PHASE I: STARTER PHASE 2: MAIN Play games, sing songs and recite familiar rhymes to begin the lesson. Using questions and answers, revise with learners on the previous lesson. Using created by humankind: buildings, cars, tables, chairs, etc. In groups, let learners examine things made by humankind and identify the materials used in	Class: B2		Class Size:			Sub Strand: The	e Environment	
References: RME Curriculum Pg. 7 PHASE I: STARTER PHASE 2: MAIN Play games, sing songs and recite familiar rhymes to begin the lesson. Using questions and answers, revise with learners on the previous lesson. 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 humankind: buildings, cars, tables, chairs, etc. In groups, let learners examine things made by humankind and identify the materials used in	B2.1.2.1. Appreciate the environment as God's creation Performance Indicator: Learners can explain the importance of the environment.			B2.1.2.1.1 environm	B2.1.2.1.1 Explain the importance of the environment. Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,			I OF I
PHASE I: STARTER PHASE 2: MAIN Play games, sing songs and recite familiar rhymes to begin the lesson. Using questions and answers, revise with learners on the previous lesson. Using questions and answers, revise with learners on the previous lesson. Phase 2: MAIN 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 humankind: buildings, cars, tables, chairs, etc. In groups, let learners examine things made by humankind and identify the materials used in				ai cs, waii w	or as, post	ters, video clip, et		
Play games, sing songs and recite familiar rhymes to begin the lesson. Using questions and answers, revise with learners on the previous lesson. 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 humankind: buildings, cars, tables, chairs, etc. In groups, let learners examine things made by humankind and identify the materials used in	Reference	s: RIME Curriculum	11 Fg. /					
recite familiar rhymes to begin the lesson. Using questions and answers, revise with learners on the previous lesson. - things of natural existence (objects God created): trees, stones, animals, etc., - things created by humankind: buildings, cars, tables, chairs, etc. In groups, let learners examine things made by humankind and identify the materials used in	DAYS	PHASE I: STA	RTER	PHASE	PHASE 2: MAIN		PHASE 3: REFLECTION	
		recite familiar rhy the lesson. Using questions a revise with learn	ymes to begin and answers,	environr observe: - things of God creater., - things of buildings, In group things midentify of	ment with: of natural ented): trees, created by and cars, table os, let learn hade by hu the mater	existence (objects, stones, animals, humankind: es, chairs, etc. ners examine imankind and ials used in	what they have	e learnt. ny 5 words they

importance of the environment.

Date:		DAY:		Sub	ject: History		
Duration: 60mins per lesson			Strand: My Cou		intry Ghana		
Class: B	Class: B2 Class Size:			Sub	Strand: The	People of Ghana	
B2.2.1.1	t Standard: . Show understand eristics of some of to the control of the control	Indicator: B2.2.1.1.1 identify Ghana	the o	ethnic groups	in each region of	Lesson:	
Perform Learners	nance Indicator: can identify the ethn	<u> </u>		- 41		enship, and digital li	teracy
	g/ Learning Resouces: History Curric		o of Ghana indicating	g the	various ethnic	groups.	
DAYS	PHASE I: STAR	TER	PHASE 2: MAIN			PHASE 3:	
						REFLECTION	
	Play games and rec that learners are fa to begin the lessor	ımiliar with	Engage learners to Dip game" Learners take turn hands into a box or	s to c	lip their	Ask learners quest review their under of the lessson.	
	Ask learners quest review their under the previous lesson	standing in	Learners are supported in the box and capital. Ask learners to me the foods they eat. Elaborate on learners and introduce the group. Paste a chart of pictory depicting the and people of the learners to to pictures and relate. Guide learners to dethnic group.	entior at ho ers rese dresse dresse alk about to the discussions.	is Ghana. It opick a the regional some of me. It is some of me. It	Give learners tasl whiles you go rou guide those who	und to
	Play games and rec that learners are fa to begin the lessor Ask learners quest review their under the previous lessor	emiliar with i. ions to estanding in	Invite learners to the classroom to show moves in any of the dance. Learners to apprece and talk a little about e.g. adowa, kete, alk panlongo etc. Revise with learner and Ewe ethnic groups.	off to trace to the court of the court the court of the c	heir dancing litional hemselves eir dances. boboobo,	Ask learners to so what they have learners say 5 they remember for lesson.	earnt. 5 words

	With the aid of a slide or video, identify and discuss the Ga-Adangbe ethnic group in Ghana.	
	Have learners match some towns to their respective ethnic groups.	

Date:	DAY:		Subject: Creative Arts		
Duration: 60mins per lesson			Strand: Performing Arts		
Class: B2 Class Size:			Sub Strand: Displaying and Sharing		
Content Standard: Demonstrate understanding of generate own ideas for artistic on the people.	Indicator: B2.2.3.4.1/B2.2.3.5.1 Perform own artworks to reflect the history and culture of people in other communities in Ghana.		Lesson:		
Performance Indicator: Learners can perform own artworks to reflect the history and culture of people in other communities in Ghana. Core Competer Decision Making and					

Teaching/ Learning Resources Photos, videos,

Photos, videos, art paper, colors and traditional art tools

References: Creative Arts Curriculum Pg. 50 & 54

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review the previous knowledge of the learners by making them answer	Learners are to watch pictures of performances that reflect the history and culture of the	Ask learners series of questions to review their understanding of the lesson
	questions on the previous lesson.	Ghanaian people.	Ask learners to summarize
	Engage learners to play games	Let leaners talk about the pictures and tell the class the part of the	what they have learnt
	and sing songs to begin the lesson	pictures that interest them most.	Ask learners to tell you what they have learnt
		Leaners to perform parts of the	
		video in groups.	Give learners individual or home task
		Discuss the need for performing compositions of own music, dance, drama, poetry, etc.	
	Review the previous knowledge of the learners by making them answer questions on the previous	Guide learners to plan a display of portfolio of own music, dance or drama	Ask learners series of questions to review their understanding of the lesson
	lesson.	Have learners talk about how they felt performing their own	Ask learners to summarize what they have learnt
	Engage learners to play games and sing songs to begin the	compositions.	Ask learners to tell you what
	lesson	Learners to talk about i. what they learnt from the	they have learnt
		performance of other groups.	Give learners individual or home task
		ii. what other things they would want to do to improve upon their compositions.	

Date:	DAY:			Subject: Ghanaian Language			
Duration: 60mins per	lesson			Strand: Reading			
Class: B2 Class Size:				Sub Strand: Phonics: letter & sound knowledge			
			Indicator:		Lesson:		
B2.2.4.2 Recognise ar with identical sounds		15	B2.2.4.2.1-3 Read simple poems and recognize rhyming words.		I OF I		
Performance Indicator: Learners can read simple poems and recognize rhyming wo			nize rhyming woi	words. Core Competencies: Creativity and innovation, Communication and collaboration		munication and	
Teaching/ Learning Resources Word cards, sentence			d cards, sentence o	cards, I	etter cards, handwriting on a manil	la card	

References: Ghanaian Language Curriculum Pg. 73

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Write words on th board and cover parts with a smiley for learners to guess the word	Write some words on the board and lead learners to read the words.	Ask learners questions to review their understanding of the lessson.
	Have learners sing songs to begin the lesson	Lead learners to recognize the words with identical sounds among the words you have written.	Give learners task to do whiles you go round to guide those who need help.
		Let learners listen to and say words with identical sounds from simple sentences.	
	Have learners play games and recite familiar rhymes to begin the lesson	Let learners explore a rhyme. Write a simple poem on the	Ask learners to summarize what they have learnt.
	Using questions and answers, review their understanding of	board. Lead learners to explore the poem.	Let learners say 5 words they remember from the lesson.
	the previous lesson	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 recognize rhyming words.	
	Draw or print pictures of vocabulary words with number	Let learners explore a poem.	Ask learners to summarize what they have learnt.
	on it and paste them on the classroom wall. Ask learners to make a list of them.	Write some diagraphs and the letters of the alphabet on the board.	Let learners say 5 words they remember from the lesson.
		Let learners say the letters of the alphabet.	
		Assist learners to recognize diagraphs from the letters of the alphabet	

Date:	DAY:			Subject: PHYSICAL EDUCATION		
Duration: 60mins			Strand: Motor Skill & Movement Patt	Strand: Motor Skill & Movement Patterns		
Class: B2 Class Size:				Sub Strand: Rhythmic skills		
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.			B2.1.	cator: 6.1.6: Strike a ball continuously in an ard or forward motion, using a hand and	Lesson:	
Performance Indicator: Learners can strike a ball continuously in an upward of forward motion, using a hand and foot			a or	Core Competencies: Communication and Critical Thinking		
Teaching/ Learning Resources Pictures and				S		
References: PE Curi	riculum Pg. 18	•				

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION		
	Take learners through general and specific warm ups.	Stand at shoulder width apart with the foot opposite the striking hand slightly forward.	Have learners to practice individually and in groups.		
	,	RA RA	Help those who finds it difficult and help them		
			Assessment: Organize mini game for learners for fun and enjoyment.		
		Toss a ball up and wing the arm	,.,		
		forward to strike the ball at the bottom upward.	Take learners through cool down to end the lesson		
		Follow the ball and strike it as it			
		drops continuously until it drops.			
		Guide learner s to practice at			
		their own pace.			

SCHEME OF LEARNING- WEEK 7

BASIC TWO

Name of School.....

Date:		DAY: Subject: Engl					h Language						
Duration:					Core Compete								
Class: B2		Class	Leadership and Coll				ng Skills Personal Development and Ilaboration						
Content Standard:				Indicator:					Le	sson	:		
B2.1.7.1 B2.2.0		B2.5.7.1	B2.6.1.1	B2.1.7.1.1. B2. B2.6.1.1.1	2.6.1.1. B2.4.7.1.1	. B2	2.5.7	7.1.1.	10	OF I			
Performance	Indicator:			52.0					1				
	an listen to a												
					em in meaningful se	ente	nce	S					
				nces from substitu	ition tables lays, dates and plac	20							
		-			oks and texts from		t ar	nd no	n-prir	nt.			
References: E					ons and texts nom	<u> </u>		10 110	. p				
													_
DAYS	PHASE I:	START	ER	PHASE 2: MAI	N	Pł	IA:	SE 3:	REF	LEC	TION	1	
Monday	Engage learn	ers to s	inσ	A ORAL LA	ANGUAGE	Δς	ا ام	arner	s to t	ell vo	ou wha	of.	
1 Torriday	songs and re				rehension Pg.43)	th	ey h	ave le	earnt	and v	vhat tl	hey	
	rhymes			Activate the prov	ious knowledge		ı iik son		earn	in the	next		
	LITTLE POL	LY FLIN	IDERS	Activate the previous knowledge of the learners by making them			lesson.						
	Little Polly f			think pair and share with their			Have learners to read and spell						
	Sat among t			friends.			the key words on the board						
	Warming he	r pretty	little	D: 311									
	toes! Her mother	.como or		Discuss illustrations accompanying the text.									
	caught her,	Carrie ai	IU	accompanying the text.									
	And whippe	d her litt	le	Have them predi									
	daughter,			the text. Teach k									
	For spoiling	her nice	new										
	clothes.			Read the text ald Pause often and									
				talk about the co									
				and answer simp									
				based on the tex	t.								
				Have learners re	tell the story								
				Let learners role	•								
Tuesday	Engage learr	ers to p	lay	B. REA I		Pa	ste	sight	word	s chai	rt for		_
	"Get Out O	f The W	'agon''		ulary Pg.52)			rs to	read	and s	pell e	ach	
	game.		Introduce the se words, one at a 1		W	ord						_	
	Thron words are placed in a					oig	into	my	like	all	look		
	Three words are placed in a wagon/table.		and write them on the board.		i	nto	here	little	she	into	like	1	
	Example:		Start from the ba	asic words they	1		2	3	1	3		1	
	cake rake king			already know.			he	big	at	like	my	she	
				Assessment: Have learners repeat			at	all	look	here	little	at	-
	The child de			the words aloud	a number of	i	nto	my	like	she	big	here	
	word doesn	't rhyme	s and	times.			ook	here	little	into	all	like	

	tells it to 'get out of the wagon'		
Wednesday	Have learners recite familiar rhymes. FIVE LITTLE DUCKS Five little ducks went out one day, Over the hills and far away, Mother duck said "Quack, quack, quack" But only 4 little ducks came back.	The boys Read The park 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.	e Have learners to read and spell the key words on the board
Thursday	Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc.	D.WRITING CONVENTIONS & GRAMMAR USAGE (using prepositions Pg.66) Identify prepositions in sentences to indicate days, dates and places. Preposition of time allows you to discuss a specific time period such as a date on the calendar, one of the days of the week. Examples: i. My birthday falls in January ii. Birds often migrate in spring and autumn. iii. Breakfast is a meal which is generally eaten in the morning. iv. My brother john was born on September 3 rd . v. We always have a huge celebration on New Year's Eve	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. Have learners to read and spell the key words on the board
Friday	Have a variety of age and level-appropriate books for learners to make a choice. Guide learners to select books.	Use the Author's chair to introduce the reading/ library time. Introduce narratives, pop-up and flip-the-page texts to learners. Introduce e-books to learners, if available.	Call learners in turns to tell the whole class what they read. Let Learners draw parts of the story they read

Week Ending:	DAY:			Subject: Mathematics		
Duration: 60mins per lesson				Strand: Number		
Class: B2	Class Size:			Sub Strand: Fractions		
Content Standard: B2.1.3.1 Develop an understanding of halves and fourths using concrete and pictorial representations Performance Indicator: Learners can understand the fraction one-half quarter.		quarter.	I.I understand the fraction one-half and one-r.		Lesson: I OF I	
Teaching/ Learning Resour	rs patterns	s made f	rom manila cards			
New words						
References: Mathematics Cur	riculum Pg. 29					

References: Mathematics Curriculum Pg. 29

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage Learners to sing the song WE CAN COUNT We class two We can count We count 1,2,3,4,5	Use concrete objects to explain the fraction one-fourth as the quantity obtained by taking I part when a whole object is partitioned into four equal parts.	Review lesson with Learners by giving them task to solve in their workbooks.
	We count 6,7,8,9,10 We class two can count	Display a whole apple for leaners to observe.	
	very well.	Cut the full apple into two equal parts.	
		Show to learners that the two halves make up the whole.	
		One whole	
		One half One half	
		Have leaners to further cut the one half into equal parts	
		One half One quarter	
		Have leaners to demonstrate with other objects to find the relationship between a whole, one half and one quarter	
Tuesday	Engage Learners to Play show me a number game with learners (up to 10), with fingers.	Use pictorial representations to explain the fraction one-fourth as the quantity obtained by taking I part when a whole object is partitioned into four equal parts.	Review lesson with Learners by giving them task to solve in their workbooks.
	Teacher mentions the number from (1 to 10). Learners then show their		

	fingers up to show the	Have Learners to identify the	
	fingers up to show the number	Have Learners to identify the	
	number	odd color out, depicting one	
		quarter of the whole.	
		Have learners to explore with	
		several pictorial representations	
		to demonstrate one half and one	
		quarter	
Wednesday	Engage learners to sing	Use pictorial representations to	Review lesson with Learners
,	I'm counting one, what is	explain the fraction one-fourth as	by giving them task to solve in
	one	the quantity obtained by taking I	their workbooks.
	• I - One is one alone, alone	part when a whole object is	
	it shall be.	partitioned into four equal parts.	
	• 2 - Two pair, two pair		
	come pair let us pair		
	• 3 - Turn around		
	• 4 - Follow me		
	• 5 - Fire		
	• 6 - Sister		
	• 7 - Saviour	Have leaners to identify the odd	
	• 8 - Eat more fruits	color out, depicting one quarter	
	• 9 - Nana Yaw	of the whole	
	• 10 - Thank your God		
		Have leaners to explore with	
		several pictorial representations	
		to demonstrate one half and one	
T		quarter	B : 1 ::11
Thursday		Use pictorial representations to	Review lesson with Learners
		help learners sort fractions into	by giving them task to solve in
		those that are halves and those that are one-fourths.	their workbooks.
		that are one-lourths.	
		M N N A	
		Have leaners to make judgments	
		on their groupings.	
		Have learners to draw different	
		representations to mean one	
		fourths	
Friday	Engage Learners to Play	Use pictorial representations to	Review lesson with Learners
	show me a number game	help learners sort fractions into	by giving them task to solve in
	with learners (up to 10),	those that are halves and those	their workbooks.
	with fingers.	that are one-fourths.	
	Teacher mentions the		
	number from (1 to 10).	Ĭ ÄĦŌĀ	
	Learners then show their		
	fingers up to show the		
	number		

	Have Learners to draw different	
	representations to mean one	
	fourths.	

Week Ending: DAY:					Subject: Scien	ice		
	: 60mins per lesso	on				Strand: Divers		·r
Class: B2 Class Size:				Sub Strand: Materials			.1	
					Sub Strand: N	lateriais	1	
formation uses and ways of		Indicator: B2.1.2.3.1 Describe a solid–solid mixture and explose to separate the components			Lesson:			
explain ho	an describe a solid- w to separate the colling Resou	ompon	ents		Probler	Competencies on Solving skills; Cr	tical Thinking	g; Justification of Ideas;
New wor				,	,	, 	F	
	es: Science Curricu	lum Pg.	. 38					
DAYS	DUACE L CTA	DTES		DUAG		\ INI	DUACE	. 2. DEEL ECTION
DAYS	PHASE I: STA	KIER		PHAS	E	AIN	PHASE	3: REFLECTION
	news on twitter, YouTube and oth handles. Discuss what is to invite learners to	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media		Learners watch a video and pictures on solid-solid mixtures. Provide learners with solid materials for them to observe, e.g. sand, gari, saw dust, chalk, charcoal and cowpea. Learners combine two materials at a time and observe what happens. Learners talk about the mixtures they have formed.		Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.		
	Ask learners que review their und the previous less	erstanc		Ask lear product the sam materia materia formed Assist leat wh more that where the sam mixture forms early and ended.	rners what street he as the ls. How l combin? earners en they hings toger and towen tho ling substitute of the substitute of the ling substitute of the line substitute of the ling substitute of the line substitute of the line substitute of the line sub	nether the nave formed are individual will they call the nations they have to understand mix two or gether, they form hat no new thing ugh the starting stances may look each other.	review to the lesson the lesson paper are and learn home.	ners questions to heir understanding of on. arners write 3 facts of on on a sheet of a it in their pockets it on their way

Date:	DAY:			Subject: OWOP		
Duration: 60mins per lesson				Strand: All About Us		
Class: B2 Class Size:			Sub Strand: Home & School			
Content Standard:		Indicato	r:		Lesson:	
B2.1.4.1. Demonstrate und	erstanding	B2.1.4.1.1. Explain the need for obeying				
of the need to obey rules		rules in the home and school		I OF I		
 Performance Indicator: Learners can explain the rather the home and school 	need for obeying	rules in		Competencies: unication and Collaboration C	Critical Thinking	
Teaching/ Learning Resources Pictures, Charts, Video			Clips			
References: OWOP Curric	ulum Pg. 21					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
DAIG	THASE HOTAKIEK	THAT 2.1 IAIN	THASE STREET EESTIST
	Engage learners to sing songs	Invite learners in turns to talk	What have we learnt today?
	and recite familiar rhymes	about some of the rules	
		observed in their homes and	The need for obeying rules in
	MINGLE MINGLE	schools	the home and school
	•Mingle mingle – mingle 2x		
	Two mingle (2 come together)	Have learners to relate to	Learners to summarize the
	•Mingle mingle – mingle 2x	some of the rules in the home	important points in the lesson
	Three mingle (3 come together)	and school	
	•Mingle mingle – mingle 2x		
	four mingle (4 come together)	Learners work in groups to	
		talk about rules in the home,	
		school and community.	
	Engage learners to sing songs	Revise with learners on the	What have we learnt today?
	and recite familiar rhymes	previous lesson through	
		questions and answers	The need for obeying rules in
	<u>JOHNNY JOHNNY</u>		the home and school
	Johnny, Johnny, yes papa	Share roles and have Learners	
	Eating sugar, yes papa	role play scenarios on obeying	Learners to summarize the
	Telling lies, no papa	rules in the home, school and	important points in the lesson
	Open your mouth ha! Ha! Ha!	community.	
		Learners compose rhymes on	
		obeying rules in the home and	
		school.	

Date:	Date: DAY:			Subject: RELIGIOUS & MORAL EDUCATION			
Duration	: 60mins				Strand: God's c	reation and Attr	butes
Class: B2		Class Size:			Sub Strand: Th	e Environment	
	Standard: Appreciate the er	vironment		Indicator: B2.1.2.1.2: demonstrate human activit		vities that	Lesson:
as God's	creation		destroy G	iod's crea	ation or the enviro	onment	I OF I
Teaching	by God's creation of the second structure of the second se	rces Wall o			I Identity, Sharing Roosters, video clip,		therness,
DAYS	PHASE I: STA	ARTER	PHAS	E 2: MA	IN	PHASE 3: RE	FLECTION
	Paste pictures or	n the board.	activitie enviror cutting mining	es that de iment: ind down of activities	to talk about estroy the discriminate trees, illegal (galamsey), er bodies, etc.	What have we Effects of humathe environme Learners talk a interesting and	an activities on nt.
				ners kno	w that all these	meaning to them in the	

activities lead to climate change

- heat, floods, rainstorms, less

Let learners draw and color various aspects of the

Let learners talk about the desired environment.

Group learners to record data on human activities that destroy the environment and present to

etc.

environment:

safe environment,unsafe environment, etc.

class for discussion.

Have leaners to talk about the

pictures

rainfall pattern, drought, famine,

lesson and what they will

change and do differently

Date: DAY:				Subject: History				
Duration	: 60mins per lesson				Stra	and: My Count	ry Ghana	
Class: B2		Class Size	e:	Sub Strand: The People of Ghana				
Content Standard: B2.2.1.1. Show understanding of the characteristics of some of the ethnic groups in Ghana				B2.2.1.1.1 identify the ethnic groups in each region of		Lesson:		
• Learn	ance Indicator: ers can identify the ethi			ch region of Ghana f Ghana indicating t			ship, and digital li	teracy
	g/ Learning Resource es: History Curriculur	•	- F			8.		
DAYS PHASE I: STARTER		Pł	HASE 2: MAIN			PHASE 3: RE	FLECTION	
	Play games and recit that learners are fan to begin the lesson.	•	ad	evise with learners ministrative region ghana.	· · · · ·		Ask learners que review their un the lesson.	

PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Play games and recite rhymes that learners are familiar with to begin the lesson.	Revise with learners on the sixteen administrative regions and their capitals in ghana.	Ask learners questions to review their understanding of the lesson.
Ask learners questions to review their understanding in the previous lesson.	Call learners randomly for them to tell the regions they were born. Base on learners responses to introduce the Mole Dagbani ethnic group.	Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.
	Find out from learners the language, cloths and food by the Mole Dagbanis.	
	With the Aid of a Ghana map, guide learners to locate the regions that make up the Mole Dagbani ethnic group.	
	Show pictures or video on some practices of the Mole Dagbani ethnic group.	
	Discuss the Mole Dagbani Ethnic group with learners.	
Play games and recite rhymes that learners are familiar with to begin the lesson.	Have learners form a circle and stand at the center with a ball. All you have to do is to name a region and pass the ball to the student	Ask learners questions to review their understanding of the lesson.
Ask learners questions to review their understanding in the previous lesson.	Let them toss it to another as they also mention any of the sixteen region. If they repeat a region or cannot say any more words, they sit down. The last man standing wins!	Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.
	Ask learners to mention some of the foods they eat at home.	
	Elaborate on learners responses and introduce the Guan ethnic group.	
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson. Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson. Base on learners responses to introduce the Mole Dagbani ethnic group. Find out from learners the language, cloths and food by the Mole Dagbanis. With the Aid of a Ghana map, guide learners to locate the regions that make up the Mole Dagbani ethnic group. Show pictures or video on some practices of the Mole Dagbani ethnic group. Discuss the Mole Dagbani Ethnic group with learners. Play games and recite rhymes that learners are familiar with to begin the lesson. Play games and recite rives that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson. Play games and recite rough with learners and stand at the center with a ball. All you have to do is to name a region and pass the ball to the student. Let them toss it to another as they also mention any of the sixteen region. If they repeat a region or cannot say any more words, they sit down. The last man standing wins! Ask learners to mention some of the foods they eat at home. Elaborate on learners responses and

Paste a chart of pictures on the board depicting the dressing, foods and people of the Guan ethnic group.	
Have learners to talk about the pictures and relate to them.	
Guide learners to discuss the Guan ethnic group.	

Date:	DAY:		Subject: Cre	ative Arts	
Duration: 60mins per lesso	n		Strand: Visua	l Arts	
Class: B2	Class Size:		Sub Strand:	Appreciating and Apprais	sing
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions		Indicator: B2.1.4.6.1 /B2.1.4.7.1 Agree on guidelines for viewing visual artworks and for expressing own feelings and		Lesson:	
on the people.	LIC CXPI C33IOII3		thoughts about own and others' displayed artworks.		I OF I

Performance Indicator:

Learners can agree on guidelines for viewing visual artworks and for expressing own feelings and thoughts about own and others' displayed artworks.

Core Competencies:Decision Making and Creativity

Teaching/ Learning Resources

Photos, videos, art paper, colors and traditional art tools

References: Creative Arts Curriculum Pg. 50 & 54

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
	Play games and recite rhymes that learners are familiar with to begin the	Appreciating in art is the ability of people to look at a work of art and understand how the work was made.	Use questions to review their understanding of the lesson	
	lesson.	Explain to learners the guidelines and	Ask learners to summarize what they have learnt	
	Ask learners questions to review their understanding	have them agree to it.	Learners to read and spell the	
	in the previous lesson.	Description of the work: this stage involves describing what the work is made of, size of the work and materials used.	key words on the board	
		 The subject matter: this stage talks about the meaning of the work. Appraisal: this stage talks of the use 		
		of the artwork. > Experience to share: this stage talks about the design process		
	Engage learners to sing songs and play games to get them ready for lesson.	Learners are to display selected works that reflect the history and culture of the people of Ghana.	Use questions to review their understanding of the lesson	
	Use questions and answers to review learners understanding in the	Talk about the works dispassionately using the developed guidelines.	Ask learners to summarize what they have learnt.	
	previous lesson	Use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks.		
		Record the activity and share using a social media platform accepted by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp).		

Date:	ate: DAY:		Subject: Ghanaian Language		
Duration: 60min	s per lesson		Strand: Writing		
Class: B2	Class Size:		Sub Strand: Penmanship & Handwriting		
sentences clearl	tand how to copy y; write letters or ice saying those that	Indicator: B2.3.1.1.1-3 w	vrite letters clearly and boldly.	Lesson:	
Performance Indicator: Learners can write letters clearly and boldly.			Core Competencies: Creativity and innovation, C	communication and	

Performance Indicator:
Learners can write letters clearly and boldly.

Teaching/ Learning Resources

Word cards, sentence cards, letter cards, handwriting on a manila card

References: Ghanaian Language Curriculum Pg. 77

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play the "Find your word" game Choose 5-6 letters that the learners know and make 5-10 cards with each sound on. Give each child a card and ask them to remember the sounds and hide it. They walk around the classroom making that sound and find other children saying the same sound. They form groups of the same sound and make four words beginning with that sound.	Write the letters of the alphabet boldly on the board. Lead learners to say the letters of the alphabet aloud. Call learners individually to say the letters of the alphabet aloud. Assist learners to write letters boldly and clearly. Display letter cards on the teachers table. Using a sand tray, call out learners in turns to pick letter cards and write it.	What have we learnt today? Writing letters clearly and boldly. Review the lesson with learners.
	Have learners to sing songs and recite familiar rhymes they know. ALPHABET Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M ,N,O,P,Q,R,S,T,U,V,W,X,Y,Z.	Lead learners to say the letters of the alphabet aloud. Call learners individually to say the letters of the alphabet aloud. Write short words boldly on the board. Lead learners to mention the words aloud. Call learners individually to mention the words. Assist learners to write the words boldly and clearly	What have we learnt today? Writing words clearly and boldly Review the lesson with learners.
	Have learners to sing songs and recite familiar rhymes they know. ALPHABET	Write simple sentences boldly on the board. Lead learners to read the sentences.	What have we learnt today? Copying simple sentences clearly and boldly.

Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M	Assist learners to write the	Review the lesson with learners.
,N,O,P,Q,R,S,T,U,V,W,X,Y,Z.	sentences boldly and clearly.	

Date:	DAY	DAY:		Subject: PHYSICAL EDUCATI	ON	
Duration: 60mins	<u>'</u>	1		Strand: Movement Concepts		
Class: B2 Class Size:				Sub Strand: Space Awareness		
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.			Indicat B2.2.2.2	t or: 2.1: Explain open spaces	Lesson:	
Performance Indicator: Learners can explain open spaces				ore Competencies: ommunication and Critical Thinkin	g	
Teaching/ Learning Resources Pictures and			Videos			
References: PE Currio	ulum Pa 23	ı				

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage leaners to sing songs and recite familiar rhymes in relation to the lesson	Revise with learners on General Space.	Use questions to review their understanding of the lesson
	to the lesson	General space is the space within a bounded area that a person can move through using any means of locomotion.	Ask learners to summarize what they have learnt.
		Caution learners to keep their eyes up watching to avoid others. Look for and move to "open space", thus where others are not.	
		Engage Learners in a short activity to demonstrate open space by moving to free space within the demarcated working area.	
		From their personal space, ask them to move (jog, run at varied speed) to open space within the working boundaries.	

SCHEME OF LEARNING- WEEK 8

BASIC TWO

Name of School.....

Date: DAY:			Subject: English Language	
Duration:			Core Competencies: Reading and Writing Skills Personal	Development and
Class: B2 Class Size:			Leadership and Collaboration	
Content Standard: B2.1.7.1 B2.2.7.1 B2.4.7.1 B2.5.7	.I B2.6.1.1	Indicator: B2.1.7.1.1. B2.2.7.1 B2.6.1.1.1	l.2. B2.4.7.1.2. B2.5.7.1.2.	Lesson:

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 match parts of sentences to compose meaningful texts
- D. Learners can use prepositions to form simple sentences to indicate position and time
- E. Learners can read a variety of age and level-appropriate books and texts from print and non-print.

References: English Language Curriculum Pg.

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
DAIS	THASE I. STARTER	THASE 2. MAIN	THASE S. KEI EECTION
Monday	Engage learners to sing songs	A. ORAL LANGUAGE	Ask learners to tell you what
	and recite familiar rhymes	(Listening Comprehension Pg.43)	they have learnt and what they will like to learn in the
	LITTLE POLLY FLINDERS Little Polly flinders	Activate the previous knowledge of the learners by making them think pair and	next lesson.
	Sat among the cinders Warming her pretty little toes!	share with their friends.	Have learners to read and spell the key words on the
	Her mother came and caught her, And whipped her little daughter,	Discuss illustrations accompanying the text.	board
	For spoiling her nice new clothes.	Have them predict the content of the text. Teach key vocabulary.	
		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.	
		Have learners retell the story.	
		Let learners role-play the story.	
Tuesday	Engage learners to sing songs	D. READING	Ask learners to tell you what
	and recite familiar rhymes	(Vocabulary Pg. 52)	they have learnt and what
	ONE POTATO TWO	Have learners read level-appropriate texts in pairs.	they will like to learn in the
	POTATOES	texts iii pairs.	next lesson.
	One potato, two potatoes,	Guide learners to ask and answer simple	Have learners to read and
	three potatoes ,four!	inferential questions on the texts	spell the key words on the
	Five potatoes, six potatoes,	·	board
	seven potatoes, more!		
	Eight potatoes nine potatoes		
	ten potatoes, all		
Wednesday	Engage learners to sing songs	C. <u>WRITING</u>	Ask learners to tell you what
	and recite familiar rhymes	(Writing simple words)	they have learnt and what

	HEAD SHOULDERS KNEES AND TOES Head shoulders knees and toes, Knees and toes Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes.	Let learners talk about the topic (My House) by using descriptive words in sentences. Write the sentences on the board. e.g. i. My house is big. ii. The walls are blue. iii. The house has many windows. iv. The windows are big. v. The doors and windows are blue.	they will like to learn in the next lesson. Have learners to read and spell the key words on the board
Thursday	Engage learners to sing songs and recite familiar rhymes THERE WAS A JOLLY MILLER ONCE There was a jolly miller once Lived on the river Dee He worked and sang from morn till night, No lark as blithe as he, And this the burden of his song Forever used to be, I care for nobody, no not I, And nobody cares for me.	D. WRITING CONVENTIONS & GRAMMAR USAGE (using prepositions Pg.66) Provide a short passage containing prepositions that indicate position and time. Let learners identify the prepositions. e. g. i. Esi sat on a chair in the room. ii. The other pupils stood on the veranda. iii. The teacher went to the classroom at night.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. Have learners to read and spell the key words on the board
Friday	Have a variety of age and level-appropriate books for learners to make a choice. Guide learners to select books.	C.EXTENSIVE READING Use the Author's chair to introduce the reading/ library time. Introduce narratives, pop-up and flip-the-page texts to learners. Introduce e-books to learners, if available.	Call learners in turns to tell the whole class what they read. Let Learners draw parts of the story they read

Week Ending:	DAY:	DAY:		Subject: Mathematics					
Duration: 60mins per	lesson			Strand: Number			Strand: Number		
Class: B2 Class Size:		:e:		Sub Strand: Fractions					
B2.1.3.1 Develop an understanding of B2.1 halves and fourths using concrete and			Less 1.3 determine the number of halves and is in a whole						
Performance Indicator: Learners can determine the number of halves quarters in a whole.		alves and		Competencies: m Solving skills; Critical Thinking; Justif	cation of Ideas;				
Teaching/ Learning Resources Co		Counter	Counters patterns made from manila cards						
New words									

References: Mathematics Curriculum Pg. 30 DAYS PHASE 2: MAIN PHASE I: STARTER PHASE 3: **REFLECTION** Engage learners to play Show learners several pictorial Give learners task to Monday the "I have.....Who has" representations or card cut outs of complete whiles you go halves, fourths and wholes round to guide those who game. don't understand. Give out number cards Ask learners to state the relationship (from 1-20) to learners at between a whole and one-half; Give remedial learning to random. those who special help. Leaners are to identify numbers based on tally marks, frames, dice, Half of an Orange Half of an circle fingers etc. The first child shouts and mention the number on Teacher calls out Tuesday Show learners several pictorial Give learners task to numbers from I to 20 representations or card cut outs of complete whiles you go halves, fourths and wholes round to guide those who don't understand. Have learners to write number patterns in the Ask learners to state the relationship between a whole and one-half; Give remedial learning to air. those who special help. Randomly call learners to write a said number on the board Wednesday Engage learners to sing Show learners several pictorial Give learners task to representations (or card cut outs) of complete whiles you go the song halves, fourths and wholes round to guide those who **WE CAN COUNT** don't understand. We class two Ask learners to state the relationship Color $\frac{1}{4}$ of each shape. We can count between a whole and one-fourth We count 1,2,3,4,5

	We count 6,7,8,9,10 We class two can count very well.		
Thursday	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.	Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes Ask learners to state the relationship	Give learners task to complete whiles you go round to guide those who don't understand.
	Discuss what is trending and invite learners to share their opinions on them.	between a whole and one-fourth 1 one-fourth	Give remedial learning to those who special help.
Friday	Engage learners to sing the song WE CAN COUNT We class two	Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes Ask learners to state the relationship	Give learners task to complete whiles you go round to guide those who don't understand.
	We can count We count 1,2,3,4,5 We count 6,7,8,9,10	between one-half and one-fourth.	Give remedial learning to those who special help.
	We class two can count very well.	=1	

Week Ending:	DAY:	Subject: Science	ce
Duration: 60mins per lesso	on	Strand: Diversi	ty of Matter
Class: B2	Class Size:	Sub Strand: Ma	aterials
Content Standard: B2.1.2.3 Understand mixtures, the types, their formation, uses and ways o separating them into their components	Indicator: B2.1.2.3.1 Describe how to separate th	e a solid–solid mixture and ex se components	Lesson: I OF I
Performance Indicator: Learners can describe a solid- explain how to separate the co		Core Competencies: Problem Solving skills; Crit	ical Thinking; Justification of Ideas;
Teaching/ Learning Resour	rces sand, gari, saw	sand, gari, saw dust, chalk, charcoal and cowpea	
New words			
References: Science Curricu	um Pg. 38		

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles. Discuss what is trending and invite learners to share their opinions on them	Revise with learners on solid-solid mixtures. 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. Learners combine two materials at a time and observe what happens.	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of pape and it in their pockets and learn it on their way home.
	Ask learners questions to review their understanding in the previous lesson	Learners talk about the mixtures they have formed. 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	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of pape and it in their pockets and learn it on their way home.

Assessment: Learners to separate some common solid-solid mixtures such as sand and stone, iron nails and sand, gari
and groundnut.

Date:	DAY	DAY:			Subject: OWOP		
Duration: 60mins per lesson					Strand: All Abou	ıt Us	
Class: B2	Class	Size:			Sub Strand: Hor	me & Scho	ool
Content Standard:	<u> </u>		Indicato	r:			Lesson:
B2.1.4.1. Demonstrate understanding of the need to obey rules Performance Indicator: Learners can explain the need for obeying the home and school			B2.1.4.1.1. Explain the need for obeying rules in the home and school Core Competencies: Communication and Collaboration Critical Thinking				
Teaching/ Learning R	esources	Picture	s, Charts, \	∕ideo Cl	ips		
References: OWOP Curriculum Pg. 21							
DAYS PHASE I: S	TARTER		PHASE	2: MAI	N	PHASE	3: REFLECTION

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and recite familiar rhymes	Invite learners in turns to talk about some of the rules observed	What have we learnt today?
	MINGLE MINGLE	in their homes and schools	The need for obeying rules in the home and school
	•Mingle mingle – mingle 2x	Have learners to relate to some	
	Two mingle (2 come together) •Mingle mingle – mingle 2x Three mingle (3 come together)	of the rules in the home and school	Learners to summarize the important points in the lesson
	•Mingle mingle – mingle 2x four mingle (4 come together)	Learners work in groups to talk about rules in the home, school and community.	
	Engage learners to sing songs and recite familiar rhymes	Revise with learners on the previous lesson through questions	What have we learnt today?
	JOHNNY JOHNNY	and answers	The need for obeying rules in the home and school
	Johnny, Johnny, yes papa	Share roles and have Learners	
	Eating sugar, yes papa	role play scenarios on obeying	Learners to summarize the
	Telling lies, no papa Open your mouth ha! Ha! Ha!	rules in the home, school and community.	important points in the lesson
		Learners compose rhymes on obeying rules in the home and school.	

D (DAY. Subjects DE					
Date:	DAY:	•		OUS & MORAL EDUCATION		
Duration: 60mins		Strand: God's cr			eation and Attributes	
Class: B2 Class Size: Sub				Sub Strand: The	Environment	
Content Standard: B2.1.2.1. Appreciate the enas God's creation	vironment					Lesson:
Performance Indicator: • Learners can demonstrate destroy God's creation or	the environm	tivities that Core Competencies: Cultural Identity Sharing Reconciliation Togetherness				1
Teaching/ Learning Resources References: RME Curriculu		wall words,	, posters	, video clip, etc.		
DAYS PHASE I: STAR	TER PH	HASE 2: M	IAIN		PHASE 3: RE	FLECTION
Get a viral picture, trending news on to Facebook, YouTube other social media Discuss what is tree invite learners to she their opinions on the social media.	witter, e and handles. Inding and hare hem - u Le en Gr hu en	t learners tavironment.	onment, alk about	etc. the desired ord data on	the environme	an activities on ent. Shout what was I made em in the at they will

Datas		DAY		Ch	:4. :		
Date:		DAY:		Subject: History		<u> </u>	
Duration: 60mins per lesson			Strand: My Country Ghana				
Class: B2 Class Size:				Sub Strand: The People of Ghana			
Content Standard: B2.2.1.1. Show understanding of the characteristics of some of the ethnic groups in Ghana			Indicator: B2.2.1.1.1 identify Ghana	B2.2.1.1.1 identify the ethnic groups in each region of			Lesson:
• Learne		<u> </u>	in each region of Gh		Global cit	mpetencies: izenship, and digital li	iteracy
	Learning Resou es: History Curric			5		8. o a par	
DAYS	PHASE I: STA	RTER	PHASE 2: MAIN	l		PHASE 3: REFLE	CTION
	PHASE I: STARTER Share some few jokes with learners. You can two their jokes as well e.g. An American girl farts and says "Excuse me". A Ghanaian girl farts and you will hear "Ohh! beans wei koraa"		PHASE 2: MAIN Engage learners to sing songs in relation to the lesson. Paste the regional chart on the board and let learners identify the regions in ghana. Employ a ghana map to aid learners identify the regions and their capitals in Ghana.		Ask learners questi review their unders the lessson. Give learners task to whiles you go roun those who need he	ons to standing of to do d to guide	
			Form a rhyme or s regions and let the	_			

Date:	DAY:		Subject: Creative Arts			
Duration: 60mins per less	on	Strand: Performing Arts				
Class: B2	Class Size:			Sub Strand: Appreciating and Appraising		
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B2.2.4.6.1/B2.2.4.7.1 agree on guidelines for viewing performing artworks and expressing own feelings		Lesson:		
Performance Indicator: Learners can agree on guide expressing own feelings	elines for viewing	orks and	Core Competencies Decision Making and Crea			

Teaching/ Learning Photos, videos, art paper, colors and traditional art tools
Resources

References: Creative Arts Curriculum Pg. 50 & 54

DAYS	PHASE I: STARTER	HASE I: STARTER PHASE 2: MAIN					
	Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival. Ask learners to talk about parts of the video or pictures that interest them.	Art exhibition may present or showcase paintings, drawings, drama, music, dance performance by individuals' artists, groups of artists. Guide learners to plan for the exhibition by: - fixing a date - selecting a venue - inviting an audience Brainstorm to agree on a theme for the exhibition (e.g. Healthy	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn				
	Ask learners questions to	living); Select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance Decide on mode of display, e.g.	Use series of questions and				
	review learners understanding in the previous lesson.	hanging, draping, spreading; Plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date); Clean and prepare the hall and its environment and make it ready for the exhibition; Plan for post exhibition activities such as cleaning, appreciation, evaluation,	answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson				

Date: DAY:				Subject: Ghanaian Language					
Duration: 60mins per lesson				Strand: Writing					
Class: B2		Class Size	:		Sub Strand: Penmanship & Handwriting				
	Standard:								
• •				Indicator:	C !		laanki anal	Lesson:	
	• •				Copy sim	ple sentences c	learly and	I OF I	
	d practice sa	ying those t	nat	boldly.				1 01 1	
	n difficulty.					Core Comp	etencies.		
	ance Indicate an Copy simp		clearly	and boldly.			innovation, Commu	inication and	
Teaching	/ Learning R	Resources	Word	d cards, sentenc	e cards, le	tter cards, handv	vriting on a manila o	ard	
Referenc	es: Ghanaian	Language Cı	urriculu	ım Pg. 77					
DAYS	DUASE I	: STARTER	•	PHASE 2). MAIN		DUACE 2: DEI	ELECTION	
DAIS	ITIASE	. JIANILI	•	ITIAGE	., MAIIN		PHASE 3: REFLECTION		
		Have learners to sing songs			letters o	f the alphabet	Use questions to review their understanding of the		
	and recite familiar rhymes they			y boldly on	the board	d.			
	know.			l and language	ers to say the letters		lesson		
	ALPHABE ⁻	AI DI ARET			iers to sa nabet alot		Ask learners to	summarize	
	Now I know my			or the dipi				learnt	
	A,B,C,D,E,	A,B,C,D,E,F,G,H,I,J,K,L,M				dually to say	,		
	,N,O,P,Q,R,S,T,U,V,W,X,Y,Z. Engage learners to play the			the letters	the letters of the alphabet aloud. Assist learners to write letters boldly and clearly. Lead learners to say the letters			d and spell on the board	
								Use questions to review	
		ı r word " gar		of the alph	of the alphabet aloud.			their understanding of the	
		6 letters that now and mak		Call learns	learners individually to say		lesson		
		each sound					Ask learners to	summarize	
		child a card a			the letters of the alphabet aloud.			learnt	
	them to remember the sounds			Write short words boldly on the board.					
		and hide it. They walk around					Learners to read and spell		
		om making t find other ch		ا معط امعند	Lead learners to mention the words aloud. Call learners individually to mention the			on the boar	
		ting other cr same sound.	maren						
		groups of th	e same						
	sound and make four words			words.	1				
	beginning with that sound.								
				Assist lear					
	House leasure	ors to sine -	2000	words bol			Hea guastians t	o rovio::	
		ers to sing so familiar rhym			•	nces boldly	Use questions to their understand		
	know.		.55 616	, 3.1 4.16 50			lesson	6 01 010	
				Lead learn	ers to re	ad the			
		<u>T</u>		sentences			Ask learners to		
	ALPHABET						what they have	loones	

Assist learners to write the

sentences boldly and clearly

what they have learnt

Learners to read and spell the key words on the board

Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M ,N,O,P,Q,R,S,T,U,V,W,X,Y,Z.

Date:		DAY:			Subject: PH	Subject: PHYSICAL EDUCATION			
Duration:	60mins	·			Strand: Movement Concepts				
Class: B2 Class Size:			Sub Strand: Dynamics						
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.			Indicator: B2.2.2.2 distinguish between 'a hop and a jump'.		Lesson:				
Performance Indicator: Learners can distinguish between 'a hop and a jump					P'. Competencies: Communication and Critical Thinking				
Teaching	Learning Resou	rces	Pictures ar	nd Vid	eos				
Reference	es: PE Curriculum	Pg. 23							
DAYS	PHASE I: STAF	RTER	PH	ASE 2	: MAIN	PHASE 3: REF	LECTION		
	 					 			

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners to sing songs and recite familiar rhymes in relation to the lesson	Demonstrate the pair of movements and ask learners to distinguish them by their names.	Review the lesson with learners
		Hopping involves taking off on one foot and land on the same foot. Jumping also involves taking	Call out learners to summarize the main points of the lesson
		off with both feet and land on both feet.	Take learners through cool down to end the lesson
		Galloping involves moving one leg leading and the other is rapidly brought forward to it whiles sliding is one count movement to the side.	
		Have learners to perform the movements in turns and groups.	
		Help those who finds it difficult and help them	

BASIC TWO

Name of School.....

Date: DAY:			Subj		Subject: Englis	Subject: English Language		
Duration:		<u> </u>			Core Compet			
						ting Skills Personal Development and		
Class: B2		Class Size:			Leadership and C	ollaboration	r -	
Content St 82.1.8.1 B2	andard: 2.2.7.1 B2.4.8.1 B2.5.9	9.1 B2.6.1.1	ı	Indicator: B2.1.8.1.1 B2.7 B2.6.1.1.1	2.7.1.2. B2.4.8.1.	I B2.5.9.1.1.	Lesson:	
Performano	ce Indicator:			DZ.0.1.1.1			1011	
A. LearnersB. LearnersC. LearnersD. LearnersE. Learners	can ask and answer facan use appropriate pacan develop two cohe can identify the structure can read a variety of a English Language	oronunciation erent paragrap ture of simple age and level-	and into phs on o sentence appropri	nation in asking ne idea or cond es	and answering weepts using leading	vh — questions g questions		
	DILACE I CTA	DTED		DUIACE 2 N		DILLACE 3	DEEL ECTION	
DAYS	PHASE I: STA	RTER		PHASE 2: M	IAIN	PHASE 3:	REFLECTION	
Monday	Engage learners to pl phonic games. Example:	• •			Have learners to use new words learnt in conversation.			
	Example: Write or print vocabulary words on cards with numbers on them. Paste these cards randomly on the classroom wall. Put learners in groups and ask them to make a list of the words. The group with the most words wins.		Revise Yes/No questions and have learners answer some such question Ask Wh questions and have learners answer them. Ask them to say what is common to all the questions introduced by Wh words (what? when? why? how?). e.g. Why did you eat her food? Guide learners to use appropriate pronunciation and intonation in asking and answering simple Wh — questions in pairs. One asks a Wh question and the other answers. They then reverse roles. Let learners write out simple Wh — questions on their own.		Give learners task to answer Wh-questions in their workbooks. If possible, mark learners work and give them feedback where necessary.			
Tuesday	Engage learners to plout Of The Wagon' Three words are planwagon/table. Example: cake rake The child determines word doesn't rhymesit to 'get out of the version of the v	king s which a and tells	books for from. Learners texts income.	D. READI ! (Vocabulary Payor learners to not see to read level address or peers or p	g. 52) ppropriate nake a choice appropriate th minimal	they have lear will like to lear lesson.	to read and spell	

		Encourage them to ask and answer	
		factual and inferential questions about	
		the texts to enhance comprehension.	
		the texts to climatice comprehension.	
		Provide feedback to learners where	
		necessary.	
Wednesday	Engage learners to sing songs	C.WRITING	Give learners task to complete
VVedilesday	and recite rhymes	(Guided Composition)	while you go round the class to
	Round and Round the	Write selected topics on the board,	support those who might need
	Garden	e.g. "Myself".	extra help.
		C.8. 11/3CII .	extra neip.
	Round and round the garden	Teacher and learners brainstorm to	Have learners to read and spell
	Like a teddy bear.	generate ideas about the topic.	some of the keywords in the
	One step. Two step,	generate ideas about the topic.	lesson
	Tickle you under there.	Put learners in groups and ask leading	1000011
		questions to guide them develop the	
		ideas generated into one or two	
		paragraphs.	
Thursday	Teacher calls out different	D.WRITING CONVENTIONS &	Ask learners to tell you what
	actions for learners to act.	GRAMMAR USAGE	they have learnt and what they
	Student have to mimic the	(Using Simple Sentences. Page 67)	will like to learn in the next
	action continuously without	(comg compre contenees ruge cr)	lesson.
	breaking. After a while teacher	Use context to help learners identify	
	speeds up the tempo. For	the structure of simple sentences.	Have learners to read and spell
	example: jumping, stamping of	Yaw came. (Name) + (Doing word)	the key words on the board
	feet, crazy dance, etc.	Musa ate.	
	, ,		
		Let learners construct simple	
		sentences verbally.	
		,	
		Write simple sentences on the board	
		for learners determine its component.	
		Example: Joe waited for the train.	
		"Joe" = subject "waited" = verb	
Friday	Have a variety of age and level-	C.EXTENSIVE READING	Call learners in turns to tell the
	appropriate books for learners		whole class what they read.
	to make a choice.	Use the Author's chair to introduce	
		the reading/ library time.	Let Learners draw parts of the
	Guide learners to select books.		story they read
		Introduce narratives, pop-up and flip-	
		the-page texts to learners.	
		Introduce e-books to learners, if	
		available.	

Week Ending:	DAY	DAY:			Subject: Mathematics		
Duration: 60mins per lesson			Strand: Number		Strand: Number		
Class: B2	Class	Size:			Sub Strand: Fractions		
Content Standard: B2.1.3.1 Develop an understanding of halves and fourths using concrete and pictorial representations			tor: 1.3 determine the number of halves and rs in a whole		Lesson:		
Performance Indicator: Learners can determine the number of halves quarters in a whole.		of halves a	and	l l	Competencies: m Solving skills; Critical Thinking; Justifica	ation of Ideas;	
Teaching/ Learning	Resources	Counter	rs pattern	s made f	rom manila cards		
New words							
References: Mathema	tics Curriculu	m Pg. 30					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to play the "I haveWho has" game. Give out number cards (from I-20) to learners at	Show learners several pictorial representations or card cut outs of halves, fourths and wholes Ask learners to state the relationship	Give learners task to complete whiles you go round to guide those who don't understand.
	random. Leaners are to identify numbers based on tally marks, frames, dice, fingers etc.	between a whole and one-half; half 1/2 Half of an Orange Half of an circle	Give remedial learning to those who special help.
	The first child shouts and mention the number on	Glass half full Half of the watermelon	
Tuesday	Teacher calls out numbers from 1 to 20	Show learners several pictorial representations or card cut outs of halves, fourths and wholes	Give learners task to complete whiles you go round to guide those
	Have learners to write number patterns in the air.	Ask learners to state the relationship between a whole and one-half;	who don't understand. Give remedial learning to
	Randomly call learners to write a said number on the board	Half a triangle Half a Square Half a Circle	those who special help.
Wednes day	Engage learners to sing the song	Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes	Give learners task to complete whiles you go round to guide those
	WE CAN COUNT We class two	Ask learners to state the relationship	who don't understand.
	We can count We count 1,2,3,4,5 We count 6,7,8,9,10	between a whole and one-fourth	

	We class two can count very well.		
Thursday	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles. Discuss what is trending and	Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes Ask learners to state the relationship between a whole and one-fourth	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to
	invite learners to share their opinions on them.	$\frac{1}{4}$ one-fourth	those who special help.
Friday	Engage learners to sing the	Show learners several pictorial	Give learners task to
	song	representations (or card cut outs) of halves, fourths and wholes	complete whiles you go round to guide those
	WE CAN COUNT		who don't understand.
	We class two	Ask learners to state the relationship	
	We can count	between one-half and one-fourth.	Give remedial learning to
	We count 1,2,3,4,5 We count 6,7,8,9,10	= 1 2	those who special help.
	We class two can count very well.	=1	

Week Ending: DAY:			Y:			Subject: Science		
	60mins per less	on				Strand: Cycles		
Class: B2 Class Siz			ass Size	: Sub Strand: Earth Scie			h Science	<u> </u>
Content S	tandard:							
B2. 2.1.1. F	Recognize that		Indicat	or:				Lesson:
some even	_		B2.2.1.1	.l Recognize t	he impo	rtance of some cycl	ic	20330
environme				_	-	ry and wet seasons		I OF I
recurrently						,		
	nce Indicator:	l l						
	n recognize the im	nport	ance of	some cyclic		Competencies:		
	nomena such as dr				Probler	n Solving skills; Critica	l I hinking	; Justification of Ideas;
Teaching/	Learning Resou	rces	san	d, gari, saw du:	t, chalk	, charcoal and cowp	ea	
New word	ls					<u> </u>		
Reference	s: Science Curricu	ılum	Pg. 39					
			. 6					
DAYS	PHASE I: STAF	RTER	R	PHASE 2: M	AIN		PHASE	3: REFLECTION
	Review learners			Lead learners	throug	h poems, rhymes,	Ask lea	rners series of
	understanding in					s to introduce	questio	ns to review their
	previous lesson			another cycli	c event	– wet and dry	understanding of the	
	questions and an	ıswei	^S	seasons.			lesson	
				The dry season is a period of low rainfall				
	l			Loornore dica	use who	t thay like and	Ask learners to summarize what they have learnt	
	Engage learners games and sing s			Learners discuss what they like and don't like about the dry season.				
	begin the lesson.		ιο	20.10 1.110 1.10 1.17 20.00 1.11			Learners to read and spell	
	begin the lesson.	•		Some advantages of dry season are;			the key words on the	
				 It helps our foods to stay longer without 			board.	
				getting spoilt even if it's not refrigerated or				
				warmed				
				 It aids in drying our clothes minutes after washing them etc. 				
	Review learners			Have learners to talk about what they			Ask lea	rners series of
	understanding in	the		like and dislike about the wet season.				ns to review their
	previous lesson			The wet seas	on is als	o called rainy		anding of the
	questions and an	ıswei	^s	season.		,	lesson	•
						ar when most of a		
				region's annual	raințali od	ccurs		rners to summarize
	Engage learners			Some import	ance of	wet season are;	what th	ey have learnt
	games and sing s	_	to	Air quality impro			Loornor	es to road and spall
	begin the lesson.	•				grows substantially,		rs to read and spell words on the
					-	in the season, etc.	board.	words on the
				Assess learne	ers by as	king them to		
						ers on the dry and		
				wet seasons	and cold	or some human		
				activities that	take pla	ace during these		
				times.				
	Review learners			Lead learners to think critically to			Ask learners series of	
	understanding in					ated to wet or dry		ns to review their
	previous lesson				10W SUC	h problems can be		anding of the
	questions and an	iswel	3	solved,	eonla a	et water during	lesson	
				dry season?	reopie g	ct water during		
				ury season:			<u> </u>	

Engage learners to play games and sing songs to begin the lesson.	How do people dry their clothes during wet season?	Ask learners to summarize what they have learnt
S	What can be done to solve the problem of school compounds getting muddy during the wet season?	Learners to read and spell the key words on the board.

Date:	DAY:			Subject: OWOP		
Duration: 60mins per lesson				Strand: All About Us		
Class: B2	Class Size:			Sub Strand: The Environment and the Weather		
B2.2.1.1. Demonstrate knowledge of B2			Lesson: I.I Describe ways of making the ment clean and safe I OF I			
 Learners can describe ways of making the environment clean and safe 			Core Competencies: Communication and Collaboration Critical Thinking			
Teaching/ Learning Resources Pictures, Charts, Video			Clips			
References: OWOP Curriculum Pg. 22						

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
	Have learners to sing songs and recite rhymes relating to the lesson	Take a nature walk of the school environment and observe things in the environment,	What have we learnt today? Ways of making the	
		,	environment clean and safe	
		Man-made and natural:		
		water, trees, stones, animals, buildings, cars, tables, chairs, etc.	Learners talk about what was interesting and made meaning	
		Learners talk about things they can do to make the environment clean and safe	to them in the lesson and what they will change and do differently	
		E.g. planting trees, proper waste disposal, avoid bush burning, avoid defecating in water bodies, legal mining.	,	
	Group learners into three (3),	Learners identify ways of protecting	What have we learnt today?	
	appoint a leader from each group to act as the teacher.	land, E.g. do not throw polythene bags, water	Ways of making the	
		sachet, and empty cans on the land.	environment clean and safe	
	Ask them to summarize what was	I compare document and a decomposition		
	covered in the previous lesson.	Learners draw and color a clean environment.	Learners talk about what was interesting and made meaning	
		Assessment: identify and share roles to learners and have them role play ways of protecting the land.	to them in the lesson and what they will change and do differently	
	Put students into groups of three 3 and number them 1-3.	Learners draw people who keep our communities safe	What have we learnt today?	
		E.g. the police, fire service personnel.	Ways of making the	
	Put three number statements up		environment clean and safe	
	to the white board and ask	Learners demonstrate safe practices in		
	students to explain the corresponding statements to	the community, E.g. sweeping school compound,	Learners talk about what was	
	their group.	picking litter.	interesting and made meaning to them in the lesson and	
	The group who explains well wins.	Learners present their drawings to the class for appraising.	what they will change and do differently	

Date:	DAY:	DAY:		Subject: RELIGIOUS & MORAL EDUCATION			
Duration: 60mins			Strand: God's creation and Attributes				
Class: B2 Class Size:			Sub Strand: Purpose of God's Creation				
Content Standard: B2.1.3.1. Appreciate things created by God Indicate B2.1.3.1.			or: I: Explain the purpose of God's creation. I OF				
Performance Indicator:Learners can explain the purpose of God's creation.			Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,				
Teaching/ Learning Resources Wall charts, wall words, posters, video clip, etc.							
References: RME Curricu	ılum Pg. 8						

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners to listen to stories about God and creation.	Group learners to discuss the usefulness of plants and animals	What have we learnt today?
		to humankind.	Ask learners to summarize
	Learners to watch pictures and		the main points of the
	videos about creation.	Let learners identify the uses of animals and plants.	lesson.
	Have learners to talk about the	·	Give learners task to match
	videos/pictures and tell the part	Assessment: Let learners draw	pictures of plants and
	that interest them most.	and color useful plants and	animals to their uses
		animals.	

Date:	DAY:	DAY:		Subject: History		
Duration: 60mins per lesson		Stra	Strand: My Country Ghana			
Class: B2	Class Size:		Sub Strand: The People of Ghana			
Content Standard: B2.2.1.1. Show understanding of characteristics of some of the et in Ghana	Indicator: B2.2.1.1.1 identify Ghana	B2.2.1.1.1 identify the ethnic groups in each region of		Lesson:		
Performance Indicator: • Learners can identify the ethnic groups in each region of Ghamalacter.				Core Competencies: Global citizenship, and digital literacy		
Teaching/ Learning Resources						
References: History Curriculum	Pg. 10					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Share some few jokes with learners. You can two their jokes as well	Engage learners to sing songs in relation to the lesson.	Ask learners questions to review their understanding of the lessson.
	e.g. An American girl farts and	Paste the regional chart on the board and	
	says "Excuse me".	let learners identify the regions in ghana.	Give learners task to do whiles you go round to guid
	A Ghanaian girl farts and you will hear "Ohh! beans wei	Employ a ghana map to aid learners identify the regions and their capitals in Ghana.	those who need help.
	koraa"	LUPER NEST LUPER NEST INCREMENT INCREMENT	
		Form a rhyme or song with the regions and	
		let them recite.	

Date:		DAY:	Subject: Creative A Strand: Visual Arts		ative A	e Arts	
Duration	: 60mins per lesson				& Performing Arts		
Class: B2 Class Size		Class Size:		Sub Strand:	Thinki	ng and Exploring Id	eas
Content Standard: Demonstrate understanding of how to gener own ideas for artistic expressions on the peo						Lesson	
Learners of the history Teaching	ance Indicator: can explore own experi- y and culture of people y/ Learning	in other Ghan			Decis	e Competencies: ion Making and Creat ols	
Resource	=	viandona Da FC	2 9 5 4				
Keterenc	es: Creative Arts Curr	iculum Pg. 30	J & 54				
DAYS	PHASE I: STARTE	R F	PHASE 2: MAIN			PHASE 3: REFLECTION	
Learners to sing songs and play games to get them ready for the lesson Show pictures of visual artworks to learners for them to observe and talk about them		em ready ual s for them about L S ic S a	of people from Ghana. Example: symbols of authority Learners to talk about the significance of symbols of authority in our history and culture. Symbols are mark, sign, or word that indicates an idea or object. Symbols of authority comes in many forms. Such as crowns, maces, coats of arms, seals, flag, etc. Learners to draw, color and make posters of some of the symbols of authority.			Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Use questions to review	
	understanding in the previous lesson using questions and		of authority used in country. udiciary and legislati	different fields i		their understandidesson Ask learners to so what they have le	ng of the ummarize
			Have learners to dra		ots		

Organize collection of samples to create a 'history learning corner' in the classroom; history and culture of the people studied..

Duration: 60mins per lesson Class: B2 Class Size: Sub Strand: Capitalization Content Standard: B2.5.1.1 Exhibit knowledge of using capital letters. Sub Strand: Capitalization Indicator: B2.5.1.1.1-3 Write proper nouns with capital letters.	Lesson:
Content Standard: B2.5.1.1 Exhibit knowledge of using B2.5.1.1.1-3 Write proper nouns with capital letters.	Lesson:
B2.5.1.1 Exhibit knowledge of using Indicator: B2.5.1.1.1-3 Write proper nouns with capital letters.	Lesson:
	I OF I
Performance Indicator: Learners can write proper nouns with capital letters. Core Competencies: Creativity and innovation, Comm collaboration	unication and
Teaching/ Learning Resources Word cards, sentence cards, letter cards, handwriting on a manila	card

References: Ghanaian Language Curriculum Pg. 80

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review the previous knowledge of the learners by making them answer questions on the	Let learners say the letters of the alphabet as a group.	Ask learners series of questions to review their understanding of the lesson
	previous lesson. Engage learners to play games	Call individual learners to say the letters of the alphabet.	Ask learners to tell you what they have learnt
	and sing songs to begin the lesson	Write names of persons and places on manila card in capital	Give learners individual or
		letters.	home task
		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.	
	Write words on th board and cover parts with a smiley for learners to guess the word	Revise the lesson on the letters of the alphabet with learners.	Ask learners questions to review their understanding of the lessson.
	Have learners sing songs to begin the lesson	Write simple sentences on the board and ask learners to recognize the first letter in every sentence.	Give learners task to do whiles you go round to guide those who need help.
		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 started with a capital letter.	
	Have learners play games and recite familiar rhymes to begin the lesson	Revise the lesson on the letters of the alphabet with learners.	Ask learners to summarize what they have learnt.
	Using questions and answers, review their understanding of the previous lesson	Write simple sentences on the board and ask learners to recognize the first letter in each sentence.	Let learners say 5 words they remember from the lesson.

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

Date:	DAY:			Subject: PHYSICAL EDUCATION		
Duration: 60mins				Strand: Physical Fitness		
Class: B2 Class Size:			Sub Strand: Aerobic capacity			
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.		Indica B2.3.2 curls.	ator: .3.2: Perform four continuous abdominal	Lesson:		
Performance Indicator: Learners can perform four continuous abdominal curls.				Core Competencies: Communication and Critical Thinking		
Teaching/ Learning Resources Drums, lap			top, spe	eakers		
References: PE Curricu	References: PE Curriculum Pg. 25					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Take learners through general and specific warm ups	After warm-ups, learners to lie on the back with fit flat, knees bent and arms on the floor by side with palms down.	Ask learners questions to review their understanding of the lessson.
			Give learners task to do whiles you go round to guide those who need help.
		Lift the head and shoulders forward with hand support and back to the floor on two counts rhythm.	
		Learners perform the above activities and record their base performance.	
		Give their performance targets and encourage them to work towards them for maintenance and improvement of abdominal muscular strength.	
		This is a test for learners' abdominal muscular strength. Keep records of their performance	

BASIC TWO

Name of School.....

Date:	DAY:		Subject: English Language	
Duration:			Core Competencies:	Dovolopment and
Class Size:			Reading and Writing Skills Personal Development and Leadership and Collaboration	
Content Standard: B2.1.9.1 B2.2.7.1 B2.4.10.1 B2.5	.9.1 B2.6.1.1	Indicator: B2.1.9.1.1 B2.7 B2.6.1.1.1	2.7.1.3 B2.4.10.1.1 B2.5.9.1.2.	Lesson:

Performance Indicator:

- A. Learners can respond to commands, instructions and requests
- B. Learners can retell level-appropriate texts in own words
- C. Learners can write about real or imagined experiences or events using the process approach
- D. Learners can identify nouns and verbs in simple sentences
- E. Learners can read a variety of age and level-appropriate books and texts from print and non-print

References: English Language Curriculum Pg.

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing songs and recite rhymes Ding dong bell. Pussy's at the well. Who took her there? Little Johnny Hare. Who'll bring her in? Little Tommy Thin. What a jolly boy was that To get some milk for pussy cat, Who ne'er did any harm? But played with the mice in	A. ORAL LANGUAGE (Giving and Responding to Commands) Introduce instructions by having learners respond to typical classroom instructions. Create situations for learners to practice giving and responding to instruction. Let learners role-play parents, teachers, prefects, learners giving and responding to instructions, etc.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Tuesday	his father's barn Have learners to the alphabet song and dance to it.	e. g. Instruction: 1. Draw a circle in a square. 2. Write the letter 'A' in the circle. B. READING (Comprehension)	Using guided questions, have learners answer some questions
	Have them perform the action for each letter sound.	Revise some previous stories told. Have learners retell a story using simple herring-bone strategies.	based on the story read. Have learners summarize the story orally in pairs.
Wednesday	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in	C. WRITING (Narrative Writing) Ask learners simple questions on their daily routines. Let learners brainstorm and choose a	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell
	the previous lesson.	topic for the day. e. g. "A visit to the market" Using questions, assist learners to write a paragraph or two about their experiences.	some of the keywords in the lesson

Thursday	Engage learners to play "Back to the Board" game. Display word cards on the teachers table in front of the	e. g. i. What is the name of the market? ii. Where is the market? iii. What did you buy from the market? D.WRITING CONVENTIONS & GRAMMAR USAGE (Using Simple Sentences)	Give learners task to complete while you go round the class to support those who might need extra help.
	class. Group class into three or four. Invite each leader from the group in turns to face the class with his/her back to the board. Write a letter on the board for the others to make its sound. The leader then search through the word cards to identify the letter.	Use questions and samples for learners to identify nouns and verbs in the structure of simple sentences. e. g. i. Ofori danced. (Who danced? What did Ofori do?) ii. Ama laughed. (Who danced? What did Ama do?) have learners use the simple sentences in forming compound and complex sentences orally with the aid of conjunctions.	Have learners to read and spell some of the keywords in the lesson
		Let learners write the sentences in thier workbooks.	
Friday	Engage learners to recite a few rhymes with actions	C.EXTENSIVE READING Use the Author's chair to introduce the reading/ library time.	Call learners in turns to tell the whole class what they read. Let Learners draw parts of the
	Have a variety of age appropriate books for learners to make a choice from.	Introduce narratives, pop-up and flip- the-page texts to learners. Introduce e-books to learners, if available.	story they read

DAY:			Subject: Mathematics		
Duration: 60mins per lesson			Strand: Number		
lass Size:			Sub Strand: Money		
Content Standard: B2.1.4.1. Determine the value of coins and notes in order to solve monetary transactions Performance Indicator: Learners can recognize Ghanaian coins, and curr notes.		4.1.1. Recognize Ghanaian coins, and currency		Lesson: I OF I	
Teaching/ Learning Resources Ghana Ce					
	f coins and y oins, and curr	f coins and B2.1.4.1. notes.	f coins and Indicator: B2.1.4.1.1. Recognotes. Core	Indicator: B2.1.4.1.1. Recognize Ghanaian coins, and currency notes. Core Competencies: Problem Solving skills; Critical Thinking; Justificat	

References: Mathematics Curriculum Pg. 30

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
M 1			A 1 1
Monday	Engage learners to sing the songs and rhymes to begin the lesson	Revise with learners on the names of ghanaian currency (coins).	Ask learners to tell you what they have learnt
		Let learners mention the names of the various coins and its value. Example: the one pesewa, five pesewas, ten pesewas, twenty pesewas and fifty pesewa	Give learners individual or home task
		Setup a classroom shop for learners to practice buying and selling with the coins	
Tuesday	Engage learners to sing the songs and rhymes to begin the lesson	Display the Ghanaian cedi (notes) currently being used for transaction in Ghana and initiate discussion on the need for monetary transaction.	Ask learners to tell you what they have learnt Give learners individual or
		THE STANKE OF TH	home task
		Learners touch, feel and say the features of each currency note.	

		Setup a classroom shop for learners to practice buying and selling with	
Wednesday	Engage learners to sing the songs and rhymes to begin the lesson	Introduce the currency notes i.e. 10 cedi, 20 cedi and 50 cedi in turns and have learners examine and talk about its features	Ask learners to tell you what they have learnt Give learners individual or home task
		Setup a classroom shop for learners to practice buying and selling with the coins.	
Thursday	Engage learners to sing the songs and rhymes to begin the lesson	Introduce the currency notes i.e. I 00 cedi and 200 cedi in turns and have learners examine and talk about its features Setup a classroom shop for learners to practice buying and selling with	Ask learners to tell you what they have learnt Give learners individual or home task
Friday	Engage learners to sing the	the coins. Guide learners to state the	Ask learners to tell you
	songs and rhymes to begin the lesson	relationship between $\protect\ensuremath{\not=}\xspace 2$ and $\protect\ensuremath{\not=}\xspace 10$; $\protect\ensuremath{\not=}\xspace 2$ and $\protect\ensuremath{\not=}\xspace 2$ 0; $\protect\ensuremath{\not=}\xspace 5$ and $\protect\ensuremath{\not=}\xspace 2$ 0, $\protect\ensuremath{\not=}\xspace 1$ 0 and $\protect\ensuremath{\not=}\xspace 5$ 0.	what they have learnt Give learners individual or home task
		Example: how many 2 cedis will make 10 cedi, etc.	
		Setup a classroom shop for learners to practice buying and selling with the coins.	

Week En	ding:	DAY	':			Subject: Science	e	
Duration	: 60mins per less	on				Strand: Cycles		
Class: B2		Clas	s Size:			Sub Strand: Ear	th Science	
Content	Standard:							
B2. 2.1.2.	Recognize the	Ir	dicator:					Lesson:
relationsh	nip between the	В	2.2.1.2.1 1	dentify sou	rces of I	light to the earth		I OF I
Earth and	l the Sun							1 01 1
	ance Indicator:	·				Competencies:		
	an Identify sources					n Solving skills; Critic	cal Thinking	; Justification of Ideas;
Teaching	/ Learning Resou	rces	light bu	lbs, candle	light			
New wor	ds							
Reference	es: Science Curricu	ılum Pş	g. 39					
DAYS	PHASE I: STAR	TER		PHASE 2	: MAIN		PHASE	3: REFLECTION
	Engage learners to	o sing	songs	Learners	mentior	n sources of light	What ha	ve we learnt today?
	and recite familia					ne school.		,
								of light to the
	STAR LIGHT, ST.		<u>IGHT.</u>			nt sources of	Earth	
	Star light, star bri		1	light (realia and pictures): stars,				
	The first star I see			torch, lantern, lightning, fireflies, forest fires and light bulbs, candle				ners to summarize
	Have the wish I w		•	light etc.			lesson	points in the
	Trave the Wish I W	71311 (0	iigiic.	ingrit etc.			1633011	
				Assessm	ent: H	ave Learners to		
				identify and draw sources of light				
				in their environment.				
	Group learners in					sources of light	What ha	ve we learnt today?
	appoint a leader f			as artificia	al or nat	tural.		- Climbra and a
	group to act as th	ie teac	ner.	Natural c	ourcos:	stars, fireflies,	Earth	of light to the
	Ask them to sum	mari z e	what	sun, moo			Laitii	
	was covered in th			Sun, moo	,	6	Ask lear	ners to summarize
	lesson.	•		Artificial sources; torch, lantern,		the main	points in the	
	The class is allow	ed to p	ose	light bulb	s, candle	e light	lesson	
	questions to the l	eaders	•					
				Assessment: Have Learners to				
				talk about why and when we need				
	Engage learners to	O sing	songs	light. Design ar	activity	to block light	What ha	ve we learnt today?
	and recite familia	_	-	Design an activity to block light from a torch using a cardboard to			VVIIaciia	ve we learne today.
		,		illustrate the importance of light. Sources of light to the			of light to the	
	RAIN RAIN GO AWAY					-	Earth	-
	Rain, rain go away			In a discussion, let learners talk				
	Come again anoth					happen if there is		ners to summarize
	Class two pupils		play	no light o	n earth	!		points in the
	Rain, rain go away	y .					lesson	

Date:	DAY	DAY:			Subject: OWOP		
Duration: 60mins per lesson					Strand: All About Us		
Class: B2	Class	Class Size:			Sub Strand: The Environment and the Weather		
l B2 2 1 2 Demonstrate understanding l l				Indicator: B2.2.1.2.1. Explain the elements of weather			
Performance Indicator: • Learners can explain the elements of weath			ather		Competencies: unication and Collaboration Cr	itical Thinking	
Teaching/ Learning Resources Pictures			es, Charts, \	√ideo C	lips		
References: OWOP C	urriculum F	Pg. 23					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners to watch videos and pictures about weather	Learners explain the elements of weather, e.g. rainfall and precipitation	What have we learnt today? Elements of weather
	patterns Learners to talk about the part of the videos or pictures that interest them most.	Precipitation Precipitation is a form of water in the atmosphere that falls to the earth; it is formed as a result of rapid condensation of moisture Learners draw weather chart using symbols. Learners watch videos or	Have learners to summarize the main points of the lesson Learners to tell the part of the lesson they wish to learn again
		pictures of different weather conditions. Have learners to tell the part of the video that interest them most.	
	Teacher brings a bag into the classroom that contains an object that has a connection to the lesson.	Learners explain the elements of weather, e.g. temperature and humidity.	What have we learnt today? Elements of weather
	Then it is passed around and learners try to determine what is in the bag just by feeling it. The student who guess right wins, and hence introduce the	Humidity is simply the amount of water vapor in the air or in the lower atmosphere Temperature measures the degree of hotness or coldness of a place from day- to-day	Have learners to summarize the main points of the lesson
	lesson.	Learners draw weather chart using symbols. Learners watch videos or pictures of different weather conditions.	

Group learners into three (3), appoint a leader from each group to act as the teacher.

Ask them to summarize what was covered in the previous lesson.

The class is allowed to pose questions to the leaders. The group who summarizes well wins.

Learners explain the elements of weather, e.g. wind and cloud cover

Cloudiness- this is simply the state of clouds in the atmosphere in a given time over an area

Learners draw weather chart using symbols.

Learners watch videos or pictures of different weather conditions.

What have we learnt today?

Elements of weather

Have learners to summarize the main points of the lesson

Learners to tell the part of the lesson they wish to learn again

Date:		DAY:		Subject: RELIGIO	Subject: RELIGIOUS & MORAL EDUCATION		
Duration: 60mins				Strand: God's cr	eation and Attribut	es	
Class: B2	2	Class Size:		Sub Strand: Pur	pose of God's Crea	ıtion	
Content	Standard:		Indicator	<u>.</u>		Lesson:	
B2.1.3.1.	Appreciate things	created by		•	of Cod's areation		
God			DZ.1.3.1.1	Explain the purpose of	ii God s creation.	I OF I	
	ance Indicator: ners can explain the ion.	purpose of Goo	l's	Core Competenci Cultural Identity, Sharin		etherness,	
Teaching	g/ Learning Resou	irces Wall c	harts, wall v	vords, posters, video o	lip, etc.		
Reference	es: RME Curricul	um Pg. 8					
DAYS	PHASE I: STAF	RTER	PHASE	2: MAIN	PHASE 3: RE	FLECTION	
	Have learners to	listen to		earners to discuss the	What have we	e learnt today?	
	stories about Go	od and creation.		ess of plants and anima			
			to huma	ınkind.	Ask learners t		
	Learners to water	•			the main poin	ts of the	
	videos about cre	eation.		ners identify the uses of and plants.	of lesson.		
	Have learners to	talk about the			Give learners	task to match	
	videos/pictures a	•	Assess	ment : Let learners dr	aw pictures of pla	ints and	
	that interest the	m most.	and cold	or useful plants and	animals to the	ir uses	

animals.

Date:		DAY:		Sub	ject: History		
Duration:	60mins per lesson				and: My Cour	ntry Ghana	
Class: B2	ass: B2 Class Size:			•		People of Ghana	
Content Standard: B2.2.1.1. Show understanding of the characteristics of some of the ethnic groups in Ghana Performance Indicator:		Indicator: B2.2.1.1.1 identify the ethnic groups Ghana Core Com		in each region of petencies:	Lesson:		
	rs can identify the Learning Resou	T .	n each region of Gh of Ghana indicating		Global citize	nship, and digital li	teracy
	es: History Curric						
DAYS	PHASE I: STAR	RTER	PHASE 2: MAIN	N		PHASE 3: REFL	ECTION
DATS	Share some few learners. You cal jokes as well e.g. An Americar says "Excuse me A Ghanaian girl f will hear "Ohh! I koraa"	jokes with In two their In girl farts and In garts and	Engage learners relation to the learners relation to the learners in ghana. Employ a ghana learners identify their capitals in	to sin esson. al cha arners map t	art on the sidentify the so aid egions and a.	Ask learners que review their und of the lessson. Give learners tas whiles you go ro guide those who	estions to erstanding lk to do und to
			Form a rhyme o regions and let t				

Date: DAY:				Subject: Creative		tive /	Arts		
Duration	: 60mins per lessor	า			Strand: Visual Arts & Performing Arts				
Class: B2		Class S	ize:		Sub Strand:	Plann	ing, Making and Co	mposing	
Demonstr generate o on the peo	ent Standard: Indicator: Instrate understanding of how to ate own ideas for artistic expressions Indicator: B2 1.2.2.4 / B2 2.2.2.4 plan to create from own imagination, visual artworks that reflect topical issue				Lesson				
Learners of	ance Indicator: an plan to create fr ical issues in other		ities in	Ghana.		Decis	e Competencies: sion Making and Crea		
Teaching	/ Learning Resou	ırces	Photo	os, videos, art pa _l	per, colors and t	raditi	onal art tools		
Referenc	es: Creative Arts (Curriculu	ım Pg.	50 & 54					
DAYS	PHASE I: STAI	DTED		PHASE 2: MAI	NI		PHASE 3: REFLEC	CTION	
DATS	FHASE I. STAI	NIEN		PHASE 2. MAII	14		FHASE 3: REFLE	CHON	
	Learners to sing play games to ge for the lesson Show pictures of artworks to lear to observe and them	et them re of visual mers for	eady them	ideas on visual a topical issues in Example: pover Have learners t visual artworks issues.	Ghana. ty o recall images o		Use questions to r their understandin lesson Ask learners to su what they have lea	g of the mmarize	
				Guide learners					

sketches from ideas and concepts of topical issues to make own

Guide learners to recall all kinds of

music, dance, drama that reflect

the history and culture of the

Have learners to sing familiar

Let learners put on their local costumes to perform the artwork in groups as teacher(s) observe. (Other teachers can be invited to

songs, or perform dances found in

Use questions to review

lesson

their understanding of the

Ask learners to summarize

what they have learnt

visual artworks.

their community.

people.

observe)

Review learners

answers

lesson.

understanding in the previous

Engage learners to play games and sing songs to begin the

lesson using questions and

Date:	DAY:		Subject: Ghanaian Language			
Duration: 60mins per lesson				Strand: Writing Conventions		
Class: B2 Class Size:		Sub Strand: Punctuation				
Content Standard:		Indicator:		Lesson:		
B2.5.2.1 Show an un	derstanding of	of	B2.5.2.1.1 Know what the full stop and the comma		the full stop and the comma	
the use of full stops.			are.			I OF I
Performance Indicator: Learners can know what the full stop and the comma ar		he comma are.		Core Competencies: Creativity and innovation, Comm collaboration	unication and	
Teaching/ Learning Resources Word cards, sentence			cards. le	tter cards, handwriting on a manila	card	

References: Ghanaian Language Curriculum Pg. 81

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Write words on th board and cover parts with a smiley for	Let learners demonstrate the morning greeting.	Ask learners questions to review their understanding of the lessson.
	learners to guess the word	Write simple sentences that are	of the lessson.
	Have learners sing songs to	well punctuated on a card (the	Give learners task to do
	begin the lesson	sentence should have full stops and comma).	whiles you go round to guide those who need help
		Lead learners to read the sentences aloud. Call learners to read aloud the sentences individually.	
		Discus what a full stop and comma is with learners.	
		Assist learners to tell what full stop and commas are	
	Have learners play games and recite familiar rhymes to begin the lesson	Lead learners to read the sentences aloud. Call learners to read aloud the sentences individually.	Ask learners series of questions to review their understanding of the lesso
	Using questions and answers,	,	Ask learners to tell you
	review their understanding of the previous lesson	Discus what a full stop and comma is with learners.	what they have learnt
	the previous lesson	Assist learners to tell what full stop and commas are	Give learners individual or home task
	Review the previous knowledge	Lead learners to read the	Ask learners to summarize
	of the learners by making them	sentences aloud. Call learners to	what they have learnt.
	answer questions on the previous lesson.	read aloud the sentences individually.	Let learners say 5 words they remember from the
	Engage learners to play games and sing songs to begin the lesson	Discus what a full stop and comma is with learners.	lesson.
		Assist learners to tell what full	
		stop and commas are	

Date:	DAY:		Subject: PHYSICAL EDUCATION			
Duration: 60mins				Strand: Physical Fitness		
Class: B2	Class: B2 Class Size:		Sub St	rand: Fitness		
	Demonstrate competence in the motor skills and movement patterns needed to perform a variety		B2.4.1.4. physical	Indicator: B2.4.1.4.1: Explain why people participate in physical activities three to four times each week, for at least 30 minutes.		Lesson:
Performance Indicator: Learners can explain why people participate in physical three to four times each week, for at least 30 minutes.			ites.		Core Competencies: Communication and Critical	Thinking
Teaching/ Learning Resources Videos and pict			nd picture	S		

References: PE Curriculum Pg. 25

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review the previous knowledge of the learners by making them answer questions on the previous lesson.	Encourage learners to keep fit regularly atleast once every week and record the time taken.	Ask learners questions to review their understanding of the lessson.
	Engage learners to play games and sing songs to begin the lesson	Cross check and give them encouragement to improve upon their physical fitness.	Give learners task to do whiles you go round to guide those who need help
		Discuss why people participate in physical activities three to four times each week, for at least 30 minutes as to improve their fitness, endurance, cardiovascular endurance, etc.	

BASIC TWO

Name of School.....

Date:	DAY:		Subject: English Language		
Duration:			Core Competencies: Reading and Writing Skills Personal	Development and	
Class: B2	Class Size:		Leadership and Collaboration	Development and	
Content Standard: B2.1.9.1 B2.2.9.1 B2.4.12.1 B2.5.1	0.1 B2.6.1.1	Indicator: B2.1.9.1.1 B2.2 B2.6.1.1.1	9.1.1 B2.4.12.1.1 B2.5.10.1.1.	Lesson:	

Performance Indicator:

- A. Learners can give and respond to commands
- B. Learners can read passages with good pace, accuracy and expression
- C. Learners can use simple sentences to describe feelings
- D. Learners can use phonics knowledge to spell words with irregular phonic letter pattern
- E. Learners can read a variety of age and level-appropriate books.

References: English Language Curriculum Pg.

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing songs and recite some familiar rhymes they know	A. ORAL LANGUAGE (Giving and Responding to Instructions)	Give learners task to complete while you go round the class to support those who might need
	ONE POTATO, TWO POTATOES One potato, two potatoes, three potatoes, four	Revise verbs (action words) by having learners identify the present form of verbs and use them in	extra help. Have learners to read and spell
	Five potatoes, six potatoes, seven potatoes, more.	sentences, e.g. come, go, sit, etc. (action).	some of the keywords in the lesson
	One potato, two potatoes, three potatoes, four	Have several learners obey commands such as 'stand up', 'close the door'.	
	Five potatoes, six potatoes, seven potatoes, more	The teacher gives commands which the class/individuals promptly obey.	
		Have Learners role-play giving and responding to commands.	
Tuesday	Engage learners to sing songs and recite familiar rhymes LITTLE TOMMY TITTLEMOUSE	B. READING (Fluency) Model reading aloud with the focus on pace and expression.	Give learners task to complete while you go round the class to support those who might need extra help.
	Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.	Have learners, in group/pairs, read short texts aloud with the appropriate pace, accuracy and expression.	Have learners to read and spell some of the keywords in the lesson
Wednesday	Have learners play games and recite familiar rhymes to begin the lesson	C. WRITING (Descriptive Writing) Let learners name and describe common objects using adjectives.	Give learners task to complete while you go round the class to support those who might need extra help.
	Using questions and answers, review their understanding of the previous lesson.	Let learners name various objects in the classroom.	Have learners to read and spell some of the keywords in the lesson

		Explain what they have to do.	
		Demonstrate the activity by describing an object in 3-5 sentences. Write the sentences on the board.	
		Let individuals choose objects and describe them orally and then in writing.	
Thursday	Have learners play games and recite familiar rhymes to begin the lesson	D. WRITING CONVENTIONS & GRAMMAR USAGE (Spelling) Have learners play the pick and spell	Give learners task to complete while you go round the class to support those who might need extra help.
	Using questions and answers, review their understanding of the previous lesson.	game to spell phonetically irregular words. e. g. the, face Have learners use these words in oral and written sentences.	Have learners to read and spell some of the keywords in the lesson
Friday	Engage learners to recite a few rhymes with actions	Use the Author's chair to introduce the reading/ library time.	Call learners in turns to tell the whole class what they read. Let Learners draw parts of the
	Have a variety of age appropriate books for learners to make a choice from.	Introduce narratives, pop-up and flip-the-page texts to learners.	story they read
		Introduce e-books to learners, if available.	

Week Endi	ng:	DAY:	DAY:			Subject: Mathematics		
Duration: 6	0mins per lesso	on				Strand: Algebra		
Class: B2		Class Si	ze:	Sub Strand: Patterns And			ns And Relation	ship
Content Sta	andard:			Indicato	r.			
	cognize, create,	extend,				fy, create and describ	e the rule for	Lesson:
describe, and use patterns and rules to			to			patterns involving rep		1.05.1
	matical tasks					kip counting and arra		I OF I
	e Indicator:						<u> </u>	
	identify, create a	nd describ	e the	rule for	Core	Competencies:		
	er patterns involv					n Solving skills; Critical	Thinking; Justificat	ion of Ideas;
subtraction, s	skip counting and	arrays of						
Teaching/ L	earning Resou	rces	Cou	nters, patt	erns ma	de from manila cards		
New words								
References	Mathematics Cu	ırriculum F	g. 32					
- AV/2								
DAYS	PHASE I: STA	RTER		PHASE 2	: MAIN		PHASE 3: REI	-LECTION
Monday	Engage learners	to count 1	the	Guide lea	rners to	find the missing	Ask learners to tell you	
,	dots and write			terms in the following: 9, 1, 3, 5, 9, 1, 3, 5,; 2, 4, 6, 8, 10,;, 5, 10, 15, 20,; or 54, 55, 56, 57,,		what they have learnt		
	beside							
	••						Give learners individual or home task	
	<u> </u>							
				Assessment: Let learners practice				
	••			with several examp				
	<u> </u>					•		
Tuesday	Engage Learners	s to sing th	ne	Guide learners to find the missing		find the missing	Ask learners to	o tell you
-	song			terms in the following:		what they have	e learnt	
	WE CAN COU	<u>INT</u>		9, 1, 3, 5, 9, 1, 3, 5,; 2, 4, 6, 8, 10,;, 5, 10, 15, 20,; or 54, 55, 56, 57,,				
	We class two						Give learners i	individual or
	We can count	4 F					home task	
	We count 1,2,3 We count 6,7,8			54, 55, 56	5, 57,	_,		
	We class two ca		erv	Assessment: Let learners practice		learners practice		
	well.	un counc v	c. <i>j</i>	with several examples		•		
Wednesday	Engage learners	to comple	ete			ldentify and	Ask learners to	o tell you
·	the pattern.	•		describe	the rule	s for the following	what they have	
Which shape comes next?		patterns						
Draw it		- 2, 4, 6, 8, 10, ((the rule is "add	Give learners i	individual or		
				two")			home task	
				Let learn	are find	the rules for the		
				following				
				- 5, 10, I.				
				- 20, 18,				
				. ,				
						learners practice		
				with seve	ral exar	nples		

Thursday	have learners to match the	Guide learners to Identify and	Ask learners to tell you
Í	shapes.	describe the rules for the following	what they have learnt
	_	patterns	
		- 2, 4, 6, 8, 10, (the rule is "add	Give learners individual or
		two")	home task
		Let learners find the rules for the	
		following patterns 5, 10, 15, 20,	
		- 20, 18, 16, 14,	
Friday	Engage learners to draw the	Guide learners to Identify and	Ask learners to tell you
•	circles and shade any three.	describe the rules for the following	what they have learnt
		patterns	
		- 2, 4, 6, 8, 10, (the rule is "add	Give learners individual or
		two")	home task
I		Let learners find the rules for the	
		following patterns.	
1		- 5, 10, 15, 20,	
		- 20, 18, 16, 14,	
		Assessment: Let learners practice	
		with several examples	

Week En	nding: DAY:				Subject: Science			
Duration	: 60mins per less	on			Strand: Cycles			
Class: B2		Class	Size:			Sub Strand: Ea	rth Science	9
Content Standard: B2.2.1.4 Recognise water and air as important natural resources Indicator: B2.2.1.4.1 Find out the qualities of good drinking was resources			g water	Lesson:				
	ance Indicator: can find out the qual	ities of	good drii	nking		Competencies: m Solving skills; Criti	ical Thinking	g; Justification of Ideas;
Teaching	g/ Learning Resou	rces	light bul	bs, candle	light			
New words								
Referenc	es: Science Curricu	lum Pg	. 40					
DAYS	Have learners play games and Learne		PHASE	2: MAIN		PHASE	3: REFLECTION	
			Learners mention the sources of		Ask learners questions to			

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION		
	Have learners play games and recite familiar rhymes to begin the lesson	Learners mention the sources of water we drink and use in their homes and communities.	Ask learners questions to review their understanding of the lessson.		
	Using questions and answers, review their understanding of the previous lesson.	Some of the sources of water are; Well water Stream water Tap water Bore hole	Give learners task to do whiles you go round to guide those who need help		
		Supply learners with samples of water from different sources, i.e. river, pond, well and bottled water.			
		Caution learners not to taste any of the water samples.			
	Have learners play games and recite familiar rhymes to begin the lesson	In groups learners examine the water samples for the following: solid particles (using hand lens), color and odor (smell). Each	Ask learners to summarize what they have learnt. Let learners say 5 words		
	Using questions and answers, review their understanding of	group presents their findings.	they remember from the lesson.		
	the previous lesson	Display to learners, samples of good drinking water and assist them to infer that good drinking water has no color, and no odor and is free from solid particles			
		Learners explain what will happen when they drink water that has particles, odor and color in it			

Date:		DAY:			Subject: OWO	D	
	: 60mins per lesson	-			Strand: All About Us		
Class: B2	•	Class Size:			Sub Strand: Pla		nimals
		Class Size.	1 1 1 4		Sub Strailu. Ha	iits aiid Ai	T _
Content Standard: B2.2.2.1. Recognize important plants and animals in the community			B2.2.2.1. the comr	l. Explore	e the important pla	ants in	Lesson:
	ance Indicator: ers can explore the nunity	important plai	nts in the		Competencies: unication and Collab	oration Cri	tical Thinking
Teaching	g/ Learning Resou	irces Pi	ctures, Chai	rts, Video	Clips		
Referenc	es: OWOP Curric	culum Pg. 23					
DAYS	PHASE I: STAF	RTER	PHAS	E 2: MAII	N	PHASE	3: REFLECTION
	recite familiar rh the lesson Using questions review their und the previous less	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson Lea wat		arners identify and talk about ops like cocoa, yam, maize, as butter, etc, and talk about by they are important to the munity. e.g. they give us oney and food arners see the real crops, they pictures/videos of these portant crops		Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.	
	Have learners pl recite familiar rh the lesson Using questions review their und the previous less	and answers, derstanding of	import commu Learne import	ners draw and color the ortant crops in their munity. ners talk about the ortance of the crops they drawn to the community		Ask learners to summa what they have learnt. Let learners say 5 word they remember from the lesson.	
			Learne crop p		oout caring for		

Date:	DAY:			Subject: RELIGIOUS & MORAL EDUCATION					
Duration: 60mins Strand						reation and Attr	ibutes		
Class: B2)	Class Size:			Sub Strand: Pur	pose of God's C	Creation		
	Standard: Appreciate things	created by	Indicator B2.1.3.1.1	•	Lesson plain the purpose of God's creation.				
Performance Indicator: • Learners can explain the purpose of God's creation. Core Competencies: Cultural Identity, Sharing Reconcilia Cultural Identity, Sharing Reconcilia Core Competencies: Cultural Identity, Sharing Reconcilia						therness,			
Reference	es: RME Curricul	ım Pg. 8							
DAYS	PHASE I: STAF	RTER	PHASE	2: MAI	N	PHASE 3: REF	LECTION		
	Have learners to	od and creation.	usefulne	Group learners to discuss the usefulness of plants and animals to humankind.		What have we learnt tod Ask learners to summarize			
Learners to watch pictures and videos about creation.			Let learners identify the uses of animals and plants.		the main points of the lesson.				
	Have learners to talk about the videos/pictures and tell the part that interest them most.		Assess and cold	Assessment: Let learners draw and color useful plants and animals.		Give learners task to match pictures of plants and animals to their uses			

Date:	DAY:		Subject: Creative Arts		
Duration: 60mins per lesson			Strand: Visual Arts & Performing Arts		
Class: B2	Class Size:		Sub Strand: Displaying and Sharing		
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B2.2.3.4./B2.2.3 creative experie	5. Perform own artworks to share ences.	Lesson:	

on the people.			
Performance Indicator:		Core Competencies:	
Learners can perform own artworks	Decision Making and Crea	tivity	
Teaching/ Learning Resources Photos, videos, art paper, colors and tr		aditional art tools	

References: Creative Arts Curriculum Pg. 50 & 54

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Show pictures and videos of the artwork to exhibit. Engage learners to sing	Guide learners to plan an arrangement of own artworks to share, educate and inform the public on topical issues of the local community.	Teacher moves round the class to monitor the progress of learners in their sketches.
	songs about work.	Learners should select a theme for their art. E.g. go green or save trees. Learners should plan their art in a sketch form.	Encourage learners to come out with good sketches. Give out manual invitations cards to learners to be given to their parents.
	Show pictures and videos of the artwork to exhibit. Engage learners to sing songs about work.	Organize a place for the exhibition. Invite other teachers to witness the artwork. Set the stage for learners to display their artwork. Evaluate individual art and allow pupils to talk about them in the form of appraisal.	Appreciate and thank parents for their presence. Let learners organize themselves to clean up the place after the exhibition.
		Discuss the moral lessons in the song.	

Date:	DAY:			Subject: Ghanaian Language		
Duration: 60mins per le	esson			Stran	trand: Extensive Reading	
Class: B2	Class Size	:		Sub S	trand: Reading	
			•	ssages of simple sentences of	Lesson:	
Performance Indicate Learners can read short four to five words.		simple	sentences of ab	out	Core Competencies: Creativity and innovation, Commucollaboration	nication and
Teaching/ Learning Resources Word ca		d cards, sentence	cards, le	tter cards, handwriting on a manila o	ard	
References: Ghanaian l	Language Cu	ırricul	um Pg. 87			

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Let learners sing a traditional occupational song they know. Review learners understanding in the previous lesson using questions and answers	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.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board.
		Assist learners to read short passages of simple sentences of about four to five words in other parts of the book	
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	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.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board.
		Assist learners to read short passages of simple sentences of about four to five words in other parts of the book	

Date:			Subje	Subject: PHYSICAL EDUCATION				
Duration	: 60mins		Str		Strand: Physical Fitness Concepts,			
Class: B2		Class S	ize:	Sub S	Sub Strand: Healthy diet			
Demonstr	Standard: ate competence in the patterns needed to pe ctivities.			Indicator: B2.4.1.4.2: Ment fitness.	ion the compo	nents of physical	Lesson:	
Performa	ance Indicator: an mention the compo	onents of p	ohysical fitne	ess.		petencies: tion and Critical 1	Thinking	
Teaching	/ Learning Resource	es	Videos and	d pictures				
Referenc	es: PE Curriculum Pg.	26						
DAYS	PHASE I: STARTE	ER .	PHASE 2	: MAIN		PHASE 3: REF	LECTION	
	Engage learners to games and sing song begin the lesson. Review learners understanding in the previous lesson using questions and answers.	e ng	i. cardiova the ability of body to kee exercises lik jogging, swill etc. ii. musculathe power to lift and coloads. iii. musculathe ability of perform control of the colored	of your the pup with see running, mming, cardio-Vo ar strength: that helps you	•	Ask learners so questions to re understanding Ask learners to what they have Learners to ret the key words	eview their of the lesson of summarize e learnt	
				of your ye through nge of nout pain composition: to f fat in your body. A	den should 17%			

BASIC TWO

Name of School.....

Date:	DAY:		Subject: English Language		
Duration:			Core Competencies:	Development and	
Class: B2	Class Size:		 Reading and Writing Skills Personal Development and Leadership and Collaboration 		
Content Standard: B2.1.10.1 B2.2.9.1 B2.4.12.1 B2.	5.10.1 B2.6.1.1	Indicator: B2.1.10.1.1. B2 B2.5.10.1.1. B2	2.2.9.1.1. B2.4.12.1.1. 2.6.1.1.1	Lesson:	

Performance Indicator:

- A. Learners can speak with confidence before different audience
- B. Learners can read texts/stories/passages with good pace, accuracy and expression
- C. Learners can use simple sentences to describe feelings
- D. Learners can use phonics knowledge to spell words with irregular phonic letter pattern
- E. Learners can read a variety of age and level-appropriate books and texts from print and non-print

References: English Language Curriculum Pg.

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
M	11 1	A ODAL LANGUAGE	
Monday	Have learners recite familiar	A. <u>ORAL LANGUAGE</u>	Give learners task to complete
	rhymes.	(Presentation)	while you go round the class to
		Put learners in pairs to share their	support those who might need
	FIVE LITTLE DUCKS	holiday plans with each other.	extra help.
	Five little ducks went out one		
	day,	Have each person share his/her	Have learners to read and spell
	Over the hills and far away,	friend's plans with the class.	some of the keywords in the
	Mother duck said "Quack,	·	lesson
	quack, quack"	Use probing questions to get learners	
	But only 4 little ducks came	give additional information:	
	back.	e.g. i. Where will he go first?	
	buck.	ii. What will he be doing there? etc.	
Tuesday	Engage learners to sing songs	B.READING	Give learners task to complete
ruesday	and recite familiar rhymes		while you go round the class to
	and recite familiar myrnes	(Fluency)	
	LITTLE TOMAY TITTLEMOLICE	Model reading aloud with the focus on	support those who might need
	LITTLE TOMMY TITTLEMOUSE	pace and expression.	extra help.
	Little tommy tittle mouse		
	Lived in a little house,	Have learners, in group/pairs, read	Have learners to read and spell
	He caught fishes	short texts aloud with the appropriate	some of the keywords in the
	In other men's ditches.	pace, accuracy and expression.	lesson
Wednesday	Have learners play games and	C.WRITING	Give learners task to complete
	recite familiar rhymes to begin	(Descriptive Writing)	while you go round the class to
	the lesson	Let learners name and describe	support those who might need
		common objects using adjectives.	extra help.
	Using questions and answers,	common objects using adjectives.	extra neip.
	review their understanding of	Lat leave and some various chicate in	Have leave one to made and and
		Let learners name various objects in the classroom.	Have learners to read and spell
	the previous lesson.	the classroom.	some of the keywords in the
		Explain what they have to do.	lesson
		Demonstrate the activity by	
		describing an object in 3-5 sentences.	
		Write the sentences on the board.	
		The the sentences on the board.	

		Let individuals choose objects and	
		describe them orally and then in	
		writing.	
Thursday	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers,	D. WRITING CONVENTIONS & GRAMMAR USAGE (Spelling) Have learners play the pick and spell game to spell phonetically irregular	Give learners task to complete while you go round the class to support those who might need extra help.
	review their understanding of the previous lesson.	words. e. g. the, face Have learners use these words in oral and written sentences.	Have learners to read and spell some of the keywords in the lesson
Friday	Engage learners to recite a few rhymes with actions	C.EXTENSIVE READING Use the Author's chair to introduce	Call learners in turns to tell the whole class what they read.
	Have a variety of age appropriate books for learners to make a choice from.	the reading/ library time. Introduce narratives, pop-up and flip-the-page texts to learners.	Let Learners draw parts of the story they read
		Introduce e-books to learners, if available.	

Week Ending:	DAY:			Subject: Mathematics		
Duration: 60mins per lesson				Strand: Algebra		
Class: B2	Class Size:			Sub Strand: Patterns And Relation	ıship	
Content Standard:		Indicato	r:			
B2.2.1.1 Recognize, create, extend,	describe,	B2.2.1.1.2	2 Identif	y, create and describe the rule for	Lesson:	
and use patterns and rules to solve		simple number patterns involving repeated addition			I OF I	
mathematical tasks		or subtra	ction, sk	skip counting and arrays of objects.		
Performance Indicator:						
Learners can identify, create and descri						
number patterns involving repeated add	dition or subtra	ction,	Probler	n Solving skills; Critical Thinking; Justificat	tion of Ideas;	
skip counting and arrays of objects.						
Teaching/ Learning Resources	tterns mad	e from r	manila cards			
New words						
Poforoncos Mathematics Curriculum	Da 22					

References: Mathematics Curriculum Pg. 32

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to count the dots and write each number beside	Guide learners to find the missing terms in the following: 9, 1, 3, 5, 9, 1, 3, 5,; 2, 4, 6, 8, 10,;, 5, 10, 15, 20,; or 54, 55, 56, 57,,	Ask learners to tell you what they have learnt Give learners individual or home task
	∷	Assessment: Let learners practice with several examples	
Tuesday	Engage Learners to sing the song WE CAN COUNT We class two We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class two can count very well.	Guide learners to find the missing terms in the following: 9, 1, 3, 5, 9, 1, 3, 5,; 2, 4, 6, 8, 10,;, 5, 10, 15, 20,; or 54, 55, 56, 57,, Assessment: Let learners practice with	Ask learners to tell you what they have learnt Give learners individual or home task
Wednesday	Engage learners to complete the pattern. Which shape comes next? Draw it	several examples Guide learners to Identify and describe the rules for the following patterns - 2, 4, 6, 8, 10, (the rule is "add two") Let learners find the rules for the following patterns 5, 10, 15, 20, 20, 18, 16, 14,	Ask learners to tell you what they have learnt Give learners individual or home task
		Assessment: Let learners practice with several examples	

Thursday	have learners to match the shapes.	Guide learners to Identify and describe the rules for the following patterns - 2, 4, 6, 8, 10, (the rule is "add two") Let learners find the rules for the following patterns 5, 10, 15, 20, 20, 18, 16, 14,	Ask learners to tell you what they have learnt Give learners individual or home task
Friday	Engage learners to draw the circles and shade any three.	Guide learners to Identify and describe the rules for the following patterns - 2, 4, 6, 8, 10, (the rule is "add two") Let learners find the rules for the following patterns 5, 10, 15, 20, 20, 18, 16, 14, Assessment: Let learners practice with several examples	Ask learners to tell you what they have learnt Give learners individual or home task

Week Ending: DAY:			AY:		Subject: Science		2	
Duration:	Duration: 60mins per lesson Strand: Cycles							
Class: B2		С	lass Size:			Sub Strand: Ear	th Science	
B2.2.1.4 Re air as impo resources	Content Standard: B2.2.1.4 Recognize water and air as important natural resources Indicator: B2.2.1.4.2 Identify u			entify use				Lesson:
	nce Indicator: In Identify uses of air Learning	li	ght bulbs, can	dle light		Competencies: m Solving skills; Critic	al Thinking	; Justification of Ideas;
Resources			- '					
New word								
References	s: Science Curriculum	Pg	. 40					
DAYS	PHASE I: STARTE	R		PHASE	PHASE 2: MAIN		PHASE	3: REFLECTION
	Engage learners to recite rhymes I SEE THE MOON I see the moon, And the moon sees me, God bless the moon, And God bless me.		·	out and what the In group followin balloons kites, co support pictures Show pi boat we swimme on water to the to	find ou ey are b os learne g activit s, pump soling th ing burn of the ctures o aring life ers on in r.	ning and or show activities. of people on a rejackets, inflated balloons problems related relarners to the ne out with	review the lesss	rners task to do whiles ound to guide those

Date: DAY:				Subject: OWOP				
Duration:	60mins per lesson				Strand: All Abou	ut Us		
Class: B2		Class Size:			Sub Strand: Pla	nts and Ar	nimals	
Content Standard: B2.2.2.1. Recognize important plants and animals in the community Performance Indicator:			B2.2.2.1.2. Explore the important animals in			Lesson:		
	rs can explore the impor	rtant plants in t	he		Competencies: unication and Collabo	oration Cri	tical Thinking	
Teaching/	Learning Resources	Pictures, Cha	arts, Video	Clips				
Reference	s: OWOP Curriculum	Pg. 24						
DAYS	PHASE I: STARTER		PHASE 2:	PHASE 2: MAIN PHASE			3: REFLECTION	
	Have learners play gar recite familiar rhymes the lesson		Learners mention some domesti animals in the community and tal about why they are important		munity and talk	Ask learners to summarize what they have learnt.		
	review their understanding of the anima						ners say 5 words they er from the lesson.	
			kind to ani	the imp	ers talk to ortance of being taking good care g, and bathing			

Date: DAY:					Subject: RELIGIOUS & MORAL EDUCATION			
Duratio	on: 60mins				Strand: God's creation and Attributes			
Class: B	32	Class Size:			Sub Strand: Purpo	se of God's Cre	eation	
Conten	t Standard:		Indicator				Lesson:	
B2.1.3.1 God	. Appreciate things	created by			ain the purpose of Go	od's creation.	I OF I	
• Lear	ďs	Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,						
Teachir	ng/ Learning Resou	rces Wall c	harts, wall v	vords	, posters, video clip,	etc.		
Referen	nces: RME Curricul	ım Pg. 8						
DAYS	PHASE I: STARTI	ER	PHASE	2: M	AIN	PHASE 3: RE	FLECTION	
	Have learners to lis			ess of	ers to discuss the plants and animals	What have we	·	
	Learners to watch videos about creati	•	Let lear		dentify the uses of plants.	the main point lesson.	ts of the	
Have learners to talk about the videos/pictures and tell the part that interest them most.		Assess	Assessment: Let learners draw and color useful plants and		Give learners task to match pictures of plants and animals to their uses			

animals.

Date:		DAY:		Sub	ject: History		
Duration: 60mins per lesson			Strand: My Cour				
					ntry Ghana		
Class: B2 Class Siz		e: Sub Strand: Ma			jor Historical Locations		
	Standard:		Indicator:				Lesson:
	Exhibit knowledge of t		B2.2.4.1.1 discuss th		•	-	1.05.1
	jor historical locations	in Ghana	locations. Examples	includ	le Kumasi mil	itary museum	I OF I
Performance Indicator: Learners can discuss the history of Ghana locations. Examples include Kumasi militare.			ry museum			petencies: enship, and digital literacy	
Teaching	/ Learning Resources	A map of	Ghana showing major	histo	rical locations	/ Resource person	
Referenc	es: History Curriculum	Pg. 11					
	,						
DAYS PHASE I: STARTER			PHASE 2: MAIN			PHASE 3: REFLECTION	
Use series of questions to revise with learners on the previous lesson			Identify the major historical locations in Ghana. Show and discuss video, stories, or slides documentary, about the history of these major historical locations in Ghana. Assessment: let learners talk about parts of the video, documentary that interest them most			Ask learners to talk about what they enjoyed most during the lesson Use series of questions to review the understanding of learners	
	show pictures of the A Manso slave site to lea	rners ve and	Retell the history of the historical locations in Assin Manso slave site Assin Manso ancestral sof the largest slave many people to sell into slave infamous trans-Atlantic interesting places at the memorial wall of return Assessment: have lear the internet to find massin Manso slave site	Ghana slave ri kets for ry duri slave t site is and the rners t	iver was one or gathering ng the trade. Some is the he last bath.	Use series of que review the under learners. Ask learners to to they enjoyed most lesson	standing of alk about what

Strand: Visual Arts & Performing Arts	;
Sub Strand: Appreciating and Apprais	sing
ayed artworks and suggest how the	Lesson:
l	4.7. report own views and feelings blayed artworks and suggest how the be modified or improved

Performance Indicator:

Learners can report own views and feelings about the displayed artworks and suggest how the artworks can be modified or improved

Core Competencies:
Decision Making and Creativity

Teaching/Learning Resources

Photos, videos, art paper, colors and traditional art tools

References: Creative Arts Curriculum Pg. 50 & 54

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION		
	Engage learners to play games and sing songs to begin the lesson.	Let learners use their senses to appreciate and appraise their own artworks.	Assessment: Present learners with different artworks for them to use the guidelines in appreciating and appraising.		
	Review learners understanding	Make decisions on agreed guidelines to			
	in the previous lesson using questions and answers	appreciate and appraise an artwork. E.g. clay pot	Summarize lesson activities with learners.		
		Theme: Unity Subject matter: Historical Media: Clay Techniques: coiling method Uses: for fetching and storing water Future modification: addition of handles			
	Engage learners to play games	Performing artworks include dance,	Review the lesson activities		
	and sing songs to begin the lesson.	music and drama.	through questions and answers.		
		Let learners use their senses to			
	Review learners understanding in the previous lesson using questions and answers	appreciate and appraise their own artworks.			
		Make decisions on agreed guidelines to			
		appreciate and appraise an artwork. E.g. Agbadza dance			
		Let learners talk about the theme,			
		gestures, makeup, costume, stage use			
		and stage setting as they watch the video			
		or pictures of the dance.			

Date:	DAY	DAY:		Subject: Ghanaian Language		
Duration: 60mins per lesson				Strand: Extensive Reading		
Class Size:				Sub Strand: Reading		
Content Standard: B2.6.2.1 Demonstrate knowledge by reading short and simple sentences made up of words they have learnt.				ator: I.I. Read short passages of simple sentences of five to six words.		Lesson:
Performance Indicate Learners can read short six words.		simple sente	ences of about fi	ve to	Core Competencies: Creativity and innovation, Commu collaboration	nication and
Teaching/ Learning Resources Word cards, sentence cards,			letter ca	rds, handwriting on a manila card		

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Let learners sing a traditional occupational song they know. Provide learners with reading books Lead learners to read the passage in the book. Let learners read the passage in turns.	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.	
		Assist learners to read short passages of simple sentences of about five to six words in other parts of the book.		
	Have learners play games and recite familiar rhymes to begin the lesson	Provide learners with reading books. Lead learners to read the passage in	Ask learners to summarize what they have learnt.	
	Using questions and answers, review their understanding of	the book. Let learners read the passage in turns.	Let learners say 5 words they remember from the lesson.	
	the previous lesson	Assist learners to read short passages of simple sentences of about five to six words in other parts of the book.		
	Review the previous knowledge of the learners by making them answer questions on the previous lesson.	Provide learners with reading books Lead learners to read the passage in the book. Let learners read the passage	Ask learners series of questions to review their understanding of the lesson	
	Engage learners to play games and sing songs to begin the	in turns. Assist learners to read short passages	Ask learners to tell you what they have learnt	
	lesson	of simple sentences of about five to six words in other parts of the book.	Give learners individual or home task	

Date: DAY:				Subject: PHYSICAL EDUCATION				
Duration: 60mins					Strand: Values and Psycho-social Concepts			
Class: B2 Class Size:			ze:	Sub Strand: Self-Responsibility				
Content Standard: Demonstrate competence in the motor skills and movemen patterns needed to perform a variety of physical activities.					Indicator: B2.5.1.5.1 accept responsibility for one's own behavior in a group activity Lesson: I OF I			
Performance Indicator: Learners can accept responsibility for one's own behavior in a group activity					Core Competencies: Communication and Critical Thinking			
Teachir	ng/ Learning Resource	es Pict	ures and Videos					
Referen	nces: PE Curriculum Pg.	28						
DAYS	PHASE I: STARTER	PHASE 2: MAIN		PHASE 3: REFLECTION				
Revise with learners on the previous lesson		As learners perform physical activity they develop values like honesty, sincerity, integrity, accountability, fairness, tolerance, respect, patriotism, etc. as values that develop responsible citizens. Set rules for class and administer sanction fairly for learners to emulate.		Review the lesson with learners				