THE GODFATHER TERM THREE SAMPLE BASIC TWO ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

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TERM THREE BASIC TWO ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

GENERAL INFORMATION

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

ENGLISH LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Phonics	Phonics	Phonics
-	Penmanship/ Handwriting	Writing Letters – Small and Capital	Writing Letters – Small and Capital
-	Using Capitalisation	Using Capitalisation	Using Simple Preposition
-	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
2	Songs	Story Telling	Story Telling
-	Phonics	Phonics	Phonics
-	Penmanship/ Handwriting	Writing Letters – Small and Capital	Writing Letters – Small and Capital
-	Using Capitalisation	Using Capitalisation	Using Simple Preposition
-	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
3	Rhymes	Conversation	Conversation
-	Word Families-Rhyming	Word Families-Rhyming Endings	Vocabulary
	Endings and Common	and Common Digraphs	
	Digraph		
-	Writing Letters – Small	Writing Simple Words and	Writing Letters – Small and Capital
	and Capital	Sentences	
-	Using Capitalisation	Using Capitalisation	Using Simple Preposition
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
4	Story Telling	Conversation	Conversation
	Word Families-Rhyming	Word Families-Rhyming Endings	Vocabulary
	Endings and Common	and Common Digraphs	
	Digraph		
-	Writing Letters – Small	Writing Simple Words and	Writing Simple Words and
	and Capital	Sentences	Sentences

	Using Punctuation	Using Capitalisation	Using Simple Preposition
	Building The Love and		Building The Love and Culture of
	Culture of Reading		Reading
5	Dramatisation and Role	listening Comprehension	Listening Comprehension
	Play		
	Vocabulary	Vocabulary	Comprehension
	Labelling Items	Controlled Writing	Writing Simple Words and
			Sentences
	Using Punctuation	Using Simple Preposition	Using Simple and Compound
		. (Sentences
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
6	Dramatisation and Role	listening Comprehension	Listening Comprehension
	Play		
	Vocabulary	Vocabulary	Comprehension
	Labelling Items	Controlled Writing	Writing Simple Words and
			Sentences
	Using Punctuation	Using Simple Preposition	Using Simple and Compound
			Sentences
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
7	Conversation	Asking and Answering Questions	Giving and Responding to
			Commands, Instructions,
			Directions and Making Requests
	Vocabulary	: Comprehension	Comprehension
	Writing Simple Words and	Guided Composition	Controlled Writing
	Sentences		
	Using Action Words	Using Simple Preposition	Using Simple and Compound
			Sentences

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	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
8	Conversation	Asking and Answering Questions	Giving and Responding to
			Commands, Instructions,
			Directions and Making Requests
	Comprehension	Comprehension	Comprehension
	Writing Simple Words and	Guided Composition	Controlled Writing
	Sentences		
	Using Action Words	Using Simple Preposition	Using Simple and Compound
			Sentences
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
9	Conversation	Giving and Responding to	Presentation
		Commands, Instructions,	
		Directions and Making Requests	
	Comprehension	Comprehension	Fluency
	Controlled Writing	narrative Writing	Controlled Writing
	Using Action Words	Using Simple and Compound	Spelling
		Sentences	
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
10	Listening Comprehension	Giving and Responding to	Presentation
		Commands, Instructions,	
		Directions and Making Requests	
	Comprehension	: Comprehension	Fluency
	Controlled Writing	narrative Writing	Descriptive Writing
	Using Adjectives	Using Simple and Compound	Spelling
		Sentences	
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading

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11	Listening Comprehension	Giving and Responding to Commands, Instructions, Directions and Making Requests	Presentation
	Comprehension	Fluency	Fluency
	Controlled Writing	narrative Writing	Descriptive Writing
	Using Adjectives	Using Simple and Compound Sentences	Spelling
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading
12	Listening Comprehension	Giving and Responding to Commands, Instructions, Directions and Making Requests	Presentation
	Comprehension	Fluency	Fluency
	Controlled Writing	narrative Writing	Descriptive Writing
	Using Adjectives	Using Simple and Compound Sentences	Spelling
	Building The Love and	Building The Love and Culture of	Building The Love and Culture of
	Culture of Reading	Reading	Reading

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MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Counting, Representation,	Counting, Representation,	Patterns and Relationships
	Cardinality & Ordinality	Cardinality & Ordinality	
2	Counting, Representation,	Counting, Representation,	2D and 3D Shapes
	Cardinality & Ordinality	Cardinality & Ordinality	
3	Counting, Representation,	Counting, Representation,	2D and 3D Shapes
	Cardinality & Ordinality	Cardinality & Ordinality	
4	Counting, Representation,	Fractions	2D and 3D Shapes
	Cardinality & Ordinality		
5	Counting, Representation,	Fractions	Position/
	Cardinality & Ordinality		Transformation
6	Counting, Representation,	Fractions	Measurement- Length, Capacity,
	Cardinality & Ordinality	L/ //	Mass and Time
7	Counting, Representation,	Money	Measurement- Length, Capacity,
	Cardinality & Ordinality		Mass and Time
8	Counting, Representation,	Patterns and Relationships	Measurement- Length, Capacity,
	Cardinality & Ordinality		Mass and Time
9	Counting, Representation,	Patterns and Relationships	Data Collection, Organisation,
	Cardinality & Ordinality		Presentation, Interpretation and Analysis
10	Counting, Representation,	2D and 3D Shapes	Data Collection, Organisation,
	Cardinality & Ordinality		Presentation, Interpretation and
			Analysis
11	Counting, Representation,	2D and 3D Shapes	Data Collection, Organisation,
	Cardinality & Ordinality		Presentation, Interpretation and Analysis
12	Counting, Representation,	Algebraic Expressions	Data Collection, Organisation,
	Cardinality & Ordinality		Presentation, Interpretation and
			Analysis
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SCIENCE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LIVING AND NON-LIVING	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING
	THINGS		THINGS
2	LIVING AND NON-LIVING	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING
	THINGS		THINGS
3	MATERIALS	MATERIALS	MATERIALS
4	EARTH SCIENCE	EARTH SCIENCE	EARTH SCIENCE
5	EARTH SCIENCE	SOURCES AND FORMS OF	PERSONAL HYGIENE AND
		ENERGY	SANITATION
6	THE HUMAN BODY SYSTEMS	ELECTRICITY AND ELECTRONICS	DISEASES
7	SOLAR SYSTEM	FORCES AND MOVEMENT	SCIENCE AND INDUSTRY
8	SOURCES AND FORMS OF	FORCES AND MOVEMENT	SCIENCE AND INDUSTRY
	ENERGY	C/ //	
9	ELECTRICITY AND	PERSONAL HYGIENE AND	CLIMATE CHANGE
	ELECTRONICS	SANITATION	
10	ELECTRICITY AND	PERSONAL HYGIENE AND	CLIMATE CHANGE
	ELECTRONICS	SANITATION	
11	FORCES AND MOVEMENT	DISEASES	CLIMATE CHANGE
12	FORCES AND MOVEMENT	DISEASES	CLIMATE CHANGE

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WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	The Environment and the	Festivals
		Weather	
2	Myself	The Environment and the	Festivals
		Weather	
3	Myself	Plants and Animals	Responsible use of
		()	Resources
4	My Family and the Community	Worship	Farming in Ghana
5	Home and School	Festivals	Farming in Ghana
6	The Environment and the	Basic Human Rights	Our Neighbouring Countries
	Weather		
7	The Environment and the	Being a Leader	Introduction to Computing
	Weather		
8	The Environment and the	Being a Leader	Sources of Information
	Weather		
9	The Environment and the	Being a Citizen	Technology in
	Weather		Communication
10	Map Making and Land Marks	Being a Citizen	Technology in
			Communication
11	Population and Settlement	Authority and Power	Technology in
			Communication
12	Population and Settlement	Authority and Power	Technology in
			Communication

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RME

WEEK	TERM 1 (SUB	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
	STRANDS)		
1	God the Creator	Religious Worship, Prayer and other	Roles and Relationships
		Religious Practices	
2	God the Creator	Religious Worship, Prayer and other	Roles and Relationships
		Religious Practices	
3	The Environment	Religious Worship, Prayer and other	Roles and Relationships
		Religious Practices	
4	The Environment	Festivals in the Three Major Religions	Roles and Relationships
5	The Environment	Festivals in the Three Major Religions	Roles and Relationships
6	The Environment	Festivals in the Three Major Religions	Roles and Relationships
7	The Environment	Early Life of the Leaders of the three Major	Personal Safety in the
		Religions	Community
8	The Environment	Early Life of the Leaders of the three Major	Personal Safety in the
		Religions	Community
9	Purpose of God's	Early Life of the Leaders of the three Major	Personal Safety in the
	Creation	Religions	Community
10	Purpose of God's	Early Life of the Leaders of the three Major	Personal Safety in the
	Creation	Religions	Community
11	Purpose of God's	Early Life of the Leaders of the three Major	Personal Safety in the
	Creation	Religions	Community
12	Purpose of God's	Early Life of the Leaders of the three Major	Personal Safety in the
	Creation	Religions	Community

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HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	The People Of Ghana	Major Historical Locations	International Trade Including Slave Trade
2	The People Of Ghana	Major Historical Locations	International Trade Including Slave Trade
3	The People Of Ghana	Major Historical Locations	International Trade Including Slave Trade
4	The People Of Ghana	Major Historical Locations	International Trade Including Slave Trade
5	The People Of Ghana	Major Historical Locations	International Trade Including Slave Trade
6	The People Of Ghana	Major Historical Locations	International Trade Including Slave Trade
7	The People Of Ghana	Some Selected Individuals	International Trade Including Slave Trade
8	The People Of Ghana	Some Selected Individuals	International Trade Including Slave Trade
9	The People Of Ghana	Some Selected Individuals	International Trade Including Slave Trade
10	The People Of Ghana	Some Selected Individuals	International Trade Including Slave Trade
11	The People Of Ghana	Some Selected Individuals	International Trade Including Slave Trade
12	The People Of Ghana	Some Selected Individuals	International Trade Including Slave Trade

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CREATIVE ARTS

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

	Performing Arts)	(Visual and	(Visual and
		Performing Arts)	Performing Arts)
12	Appreciating and	Appreciating and	Appreciating and
	Appraising Visual and	Appraising	Appraising
	Performing Arts)	(Visual and	(Visual and
		Performing Arts)	Performing Arts)

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GHANAIAN LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Songs	Conversation	Asking and Answering Questions
2	Rhymes	Talking about Oneself,	Giving and Following Commands /
		Family, People and Places	Instructions
	Listening and Story Telling		
3	Listening and Story Telling	Listening Comprehension/	Presentation
		Asking and Answering	
	Dramatisation and Role Play	Questions	
4	Phonological and Phonemic	Phonics (Blend and Connect	Comprehension
	Awareness	Sounds)	
	Phonics (Blend and Connect		
	Sounds)		
5	Phonics (Blend and Connect	Vocabulary	Comprehension
	Sounds)		
6	Phonics (Blend and Connect	Vocabulary	Silent Reading
	Sounds)		Fluency
7	Penmanship/Handwriting	Penmanship/	Writing Simple Words/ Names of
		Handwriting	People and Places (Proper Nouns)
			Labelling Items in the
			Environment /Classroom
8	Penmanship/Handwriting	Writing Simple Words/	
		Names of People and Places	Copying /Writing Simple
		(Proper Nouns) Labelling	Sentences with Correct Spacing
		Items in the Environment/	
		Classroom	

9	Penmanship/Handwriting	Writing Simple Words/	Copying/ Writing Simple
		Names of People and Places	Sentences with Correct Spacing
		(Proper Nouns) Labelling	
		Items in the Environment/	
		Classroom	
10	Integrating Grammar in	Integrating Grammar in	Integrating Grammar in Written
	Written Language	Written Language (Use of	Language (Use of Simple and
	(Capitalization)	Action Words)	Compound Sentences)
11	Integrating Grammar in	Integrating Grammar in	Integrating Grammar in Written
	Written Language	Written Language (Use of	Language (Spelling)
	(Punctuation)	Postpositions)	-//) '
	Integrating Grammar in		
	Written Language (Use of		•
	Action Words)		
12	Read Aloud With Children	Read Aloud With Children	Read short passages of simple
			sentences of about five to six
			words

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PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LOCOMOTOR, SKILLS	Manipulative skills	ENDURANCE
			FLEXIBILITY
2	LOCOMOTOR, SKILLS	Manipulative skills	BODY COMPOSITION
3	LOCOMOTOR, SKILLS	Rhythmic skills	FITNESS PROGRAMME,
4	MANIPULATIVE SKILLS	Rhythmic skills	FITNESS PROGRAMME,
5	MANIPULATIVE SKILLS	Rhythmic skills	HEALTHY DIET,
6	MANIPULATIVE SKILLS	Space Awareness,	SAFETY AND INJURIES,
7	MANIPULATIVE SKILLS	Dynamics	SUBSTANCES/DRUGS
8	MANIPULATIVE SKILLS	Relations	SUBSTANCES/DRUGS
9	MANIPULATIVE SKILLS	Body Management	SELF-RESPONSIBILITY,
10	MANIPULATIVE SKILLS	Body Management	SOCIAL INTERACTION,
11	MANIPULATIVE SKILLS	Strategies	GROUP DYNAMICS
12	MANIPULATIVE SKILLS	strength	CRITICAL THINKING

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B2 Term 3 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	ALGEBRA	Patterns and Relationships	B2.2.1.1.	B2.2.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
2	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B2.3.1.1.	B2.3.1.1.1	
3	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B2.3.1.1.	B2.3.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
4	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B2.3.1.1.	B2.3.1.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
5	GEOMETRY AND MEASUREMENT	Position/ Transformation	B2.3.2.1. B2.3.3.1.	B2.3.2.1.1: B2.3.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
6	GEOMETRY AND MEASUREMENT	Measurement- Length, Capacity, Mass and Time	B2.3.3.1. B2.3.3.2.	B2.3.3.1.2 B2.3.3.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards
7	GEOMETRY AND MEASUREMENT	Measurement- Length, Capacity, Mass and Time	B2.3.3.3.	B2.3.3.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	GEOMETRY AND MEASUREMENT	Measurement- Length, Capacity, Mass and Time	B2.3.3.3.	B2.3.3.3.2	Counters, bundle and loose straws, Paper strips, Cut out cards
9	DATA	Data Collection, Organisation, Presentation, Interpretation and Analysis	B2.4.1.1.	B2.4.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
10	DATA	Data Collection, Organisation, Presentation, Interpretation and Analysis	B2.4.1.2.	B2.4.1.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards

	DATA	Data Collection,	B2.4.1.2.	B2.4.1.2.1	Counters, bundle and
11		Organisation, Presentation,			loose straws, Paper
11		Interpretation and Analysis			strips, Cut out cards
	DATA	Data Collection,	B2.4.1.2.	B2.4.1.2.1	Counters, bundle and
12		Organisation, Presentation,			loose straws, Paper
12		Interpretation and Analysis			strips, Cut out cards

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B2 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Europeans in Ghana	International Trade Including Slave Trade	B2.3.2.1.	B2.3.2.1.1	A map of Ghana, Posters, documentary
2	Europeans in Ghana	International Trade Including Slave Trade	B2.3.2.1.	B2.3.2.1.1	A map of Ghana, Posters, documentary
3	Europeans in Ghana	International Trade Including Slave Trade	B2.3.2.1.	B2.3.2.1.1	A map of Ghana, Posters, documentary
4	Europeans in Ghana	International Trade Including Slave Trade	B2.3.2.1.	B2.3.2.1.1	A map of Ghana, Posters, documentary
5	Europeans in Ghana	International Trade Including Slave Trade	B2.3.2.1.	B2.3.2.1.1	A map of Ghana, Posters, documentary
6	Europeans in Ghana	International Trade Including Slave Trade	B2.3.2.1.	B2.3.2.1.1	A map of Ghana, Posters, documentary
7	Europeans in Ghana	International Trade Including Slave Trade	B2.3.2.1.	B2.3.2.1.1	Posters, documentary
8	Europeans in Ghana	International Trade Including Slave Trade	B2.3.2.1.	B2.3.2.1.1	Posters, documentary
9	Europeans in Ghana	International Trade Including Slave Trade	B2.3.2.1.	B2.3.2.1.1	Posters, documentary
10	Europeans in Ghana	International Trade Including Slave Trade	B2.3.2.1.	B2.3.2.1.1	Posters, documentary

11	Europeans in	International Trade	B2.3.2.1.	B2.3.2.1.1	Posters,
	Ghana	Including Slave Trade			documentary
12	Europeans in	International Trade	B2.3.2.1.	B2.3.2.1.1	Posters,
	Ghana	Including Slave Trade			documentary

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B2 Term 3 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES	
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B2.1.1.2	B2.1.1.2.2	Plants and animals in the environment, plastics, stones, pictures videos paper,	
2	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B2.1.1.2	B2.1.1.2.2		
3	DIVERSITY OF MATTER	MATERIALS	B2.1.2.3.	B2.1.2.3.1	Plants and animals in the environment, plastics, stones, pictures videos paper	
4	CYCLES	EARTH SCIENCE	B2.2.1.4.	B2.2.1.4.2	S S S S S S S S S S S S S S S S S S S	
5	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B2. 5.1.1.	B2. 5.1.1.2		
6	HUMANS AND THE ENVIRONMENT	DISEASES	B2.5.2.1.	B2.5.2.1.2	Plants and animals in the environment, plastics, stones, pictures videos paper	
7	HUMANS AND THE ENVIRONMENT	SCIENCE AND INDUSTRY	B2.5.3.1.	B2.5.3.1.1		
8	HUMANS AND THE ENVIRONMENT	SCIENCE AND INDUSTRY	B2.5.3.2.	B2.5.3.2.1		
9	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B2.5.4.1.	B2.5.4.1.1		
10	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B2.5.4.1.	B2.5.4.1.1		
11	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B2.5.4.1.	B2.5.4.1.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper	
12	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B2.5.4.1.	B2.5.4.1.1		

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B2 Term 3 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Phonics	B2.2.2.1.	B2.2.2.1.3	Word cards
	Writing	Writing Letters – Small and Capital	B2.4.3.1	B2.4.3.1.3.	sentence
	Using Writing	Using Simple Preposition	B2.5.7.1.	B2.5.7.1.2	cards, class
	Conventions				library
	Extensive	Building The Love and Culture of	B2.6.1.1.	B2.6.1.1.1	
	Reading	Reading			
2	Oral	Story Telling	B2.1.4.1	B2.1.4.1.3.	Word cards
	Language				sentence
	Reading	Phonics	B2.2.2.1.	B2.2.2.1.3	cards, class
	Writing	Writing Letters – Small and Capital	B2.4.3.1.	B2.4.3.1.3.	library
	Using Writing	Using Simple Preposition	B2.5.7.1.	B2.5.7.1.2	
	Conventions				
	Extensive	Building The Love and Culture of	B2.6.1.1.	B2.6.1.1.1	
	Reading	Reading			
3	Oral	Conversation	B2.1.6.2	B2.1.6.2.1.	Word cards
	Language				sentence
	Reading	Vocabulary	B2.2.6.1	B2.2.6.1.4.	cards, class
	Writing	Writing Letters – Small and Capital	B2.4.3.1	B2.4.3.1.3.	library
	Using Writing	Using Simple Preposition	B2.5.7.1.	B2.5.7.1.2	
	Conventions				
	Extensive	Building The Love and Culture of	B2.6.1.1.	B2.6.1.1.1	
	Reading	Reading			
4	Oral	Conversation	B2.1.6.2.	B2.1.6.2.2	Word cards
	Language				sentence
	Reading	Vocabulary	B2.2.6.1	B2.2.6.1.4.	cards, class
	Writing	Writing Simple Words and	B2.4.5.1.	B2.4.5.1.3.	library
		Sentences			
	Using Writing	Using Simple Preposition	B2.5.7.1.	B2.5.7.1.2	
	Conventions				
	Extensive	Building The Love and Culture of	B2.6.1.1.	B2.6.1.1.1	
	Reading	Reading			
5	Oral	Listening Comprehension	B2.1.7.1.	B2.1.7.1.4.	Word cards
	Language				sentence
	Reading	Comprehension	B2.2.7.2	B2.2.7.2.4.	cards, class
	Writing	Writing Simple Words and	B2.4.5.1	B2.4.5.1.3.	library
		Sentences	20501	50 5 6 6 6	4
	Using Writing	Using Simple and Compound	B2.5.9.1.	B2.5.9.1.2	
	Conventions	Sentences	20.64	D0 6 1 1 1	4
	Extensive	Building The Love and Culture of	B2.6.1.1.	B2.6.1.1.1	
	Reading	Reading			

6	Oral	Listening Comprehension	B2.1.7.1	B2.1.7.1.4.	Word cards
	Language	Communica	D2 2 7 2	D2 2 7 2 4	sentence
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.4.	cards, class
	Writing	Writing Simple Words and Sentences	B2.4.5.1.	B2.4.5.1.3.	library
	Using Writing	Using Simple and Compound	B2.5.9.1.	B2.5.9.1.2	
	Conventions	Sentences			
	Extensive	Building The Love and Culture of	B2.6.1.1.	B2.6.1.1.1	
	Reading	Reading			
7	Oral	Giving and Responding to	B2.1.9.1.	B2.1.9.1.3	Word cards
	Language	Commands, Instructions,			sentence
		Directions and Making Requests			cards, class
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.5	library
	Writing	Controlled Writing	B2.4.7.2	B2.4.7.2.1.	_
	Using Writing Conventions	Using Simple and Compound Sentences	B2.5.9.1.	B2.5.9.1.2	
	Extensive	Building The Love and Culture of	B2.6.1.1.	B2.6.1.1.1	
	Reading	Reading			
8	Oral	Giving and Responding to	B2.1.9.1.	B2.1.9.1.3	Word cards
	Language	Commands, Instructions,			sentence
		Directions and Making Requests			cards, class
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.5	library
	Writing	Controlled Writing	B2.4.7.2	B2.4.7.2.1.	
	Using Writing	Using Simple and Compound	B2.5.9.1.	B2.5.9.1.2	
	Conventions	Sentences			
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
9	Oral	Presentation	B2.1.10.1	B2.1.10.1.1	Word cards
_	Language				sentence
	Reading	Fluency	B2.2.9.1.	B2.2.9.1.2	cards, class
	Writing	Controlled Writing	B2.4.7.2	B2.4.7.2.1.	library
	Using Writing	Spelling	B2.5.10.1.	B2.5.10.1.1	-
	Conventions				
	Extensive	Building The Love and Culture of	B2.6.1.1.	B2.6.1.1.1	1
	Reading	Reading		-	
10	Oral	Presentation	B2.1.10.1	B2.1.10.1.1	Word cards
	Language				sentence
	Reading	Fluency	B2.2.9.1.	B2.2.9.1.2	cards, class
	Writing	Descriptive Writing	B2.4.12.1.	B2.4.12.1.1.	library
	Using Writing	Spelling	B2.5.10.1.	B2.5.10.1.1	┤ ′
	Conventions	-10	==:0:=0:=:		
	Extensive	Building The Love and Culture of	B2.6.1.1.	B2.6.1.1.1	1
	Reading	Reading	32.0.1.1.	52.0.1.1.1	
11	Oral	Presentation	B2.1.10.1.	B2.1.10.1.2	Word cards
	Language	cocitation	52.1.10.1.	52.1.10.1.2	11014 64143
	Language				

	Reading	Fluency	B2.2.9.1	B2.2.9.1.3.	sentence
	Writing	Descriptive Writing	B2.4.12.1.	B2.4.12.1.1.	cards, class
	Using Writing	Spelling	B2.5.10.1.	B2.5.10.1.1	library
	Conventions				
	Extensive	Building The Love and Culture of	B2.6.1.1.	B2.6.1.1.1	
	Reading	Reading			
12	Oral	Presentation	B2.1.10.1.	B2.1.10.1.2	Word cards
	Language				sentence
	Reading	Fluency	B2.2.9.1.	B2.2.9.1.3.	cards, class
	Writing	Descriptive Writing	B2.4.12.1.	B2.4.12.1.1.	library
	Using Writing	Spelling	B2.5.10.1.	B2.5.10.1.1	
	Conventions				
	Extensive	Building The Love and Culture of	B2.6.1.1.	B2.6.1.1.1	
	Reading	Reading			

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B2 Term 3 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	PHYSICAL FITNESS	ENDURANCE FLEXIBILITY	B2.3.3.3. B2.3.4.3.	B2.3.3.3.1: B2.3.4.3.1:	Balls, Videos and Picture,
2	PHYSICAL FITNESS	BODY COMPOSITION	B2.3.5.3.	B2.3.5.3.1	Drums, Speakers
3	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME,	B2.4.1.4.	B2.4.1.4.1	Balls, Videos and Picture,
4	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME,	B2.4.1.4.	B2.4.1.4.2	Drums, Speakers
5	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	HEALTHY DIET,	B2.4.2.4.	B2.4.2.4.1	Balls, Videos and Picture,
6	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	SAFETY AND INJURIES,	B2.4.3.4.	B2.4.3.4.1	Drums, Speakers
7	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	SUBSTANCES/DRUGS	B2.4.4.4	B2.4.4.4.1	Balls, Videos and Picture,
8	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	SUBSTANCES/DRUGS	B2.4.5.4.	B2.4.5.4.1	Drums, Speakers
9	VALUES AND PSYCHO- SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	SELF- RESPONSIBILITY,	B2.5.1.5.	B2.5.1.5.1	Balls, Videos and Picture, Drums, Speakers
10	VALUES AND PSYCHO- SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	SOCIAL INTERACTION,	B2.5.2.5.	B2.5.2.5.1	Balls, Videos and Picture, Drums, Speakers
11	VALUES AND PSYCHO- SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	GROUP DYNAMICS	B2.5.3.5	B2.5.3.5.1:	Videos and Picture, Drums
12	VALUES AND PSYCHO- SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	CRITICAL THINKING	B2.5.4.	B2.5.4.1:	Videos and Picture, Drums

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B2 Term 3 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B2 1.1.1.	B2 1.1.1.3	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring (Performing Arts)	B2 2.1.1.	B2 2.1.1.3	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B2 1.2.2.	B2 1.2.2.3	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B2.2.2.2.	B2.2.2.2.3	-do-
5	Visual arts	Planning, Making and Composing	B2 1.2.3.	B2 1.2.3.3	-do-
6	Performing arts	Planning, Making and Composing	B2 2.2.3.	B2 2.2.3.3	-do-
7	Visual arts	Displaying and Sharing	B2 1.3.4.	B2 1.3.4.3	-do-
8	Performing arts	Displaying and Sharing	B2 2.3.4.	B2 2.3.4.2	-do-
9	Visual and Performing Arts	Appreciating and Appraising (Visual Arts)	B2 1.1.1. B2 2.1.1.	B2 1.1.1.4 B2 2.1.14.	-do-
10	Visual and Performing Arts	Appreciating and Appraising (Performing Arts)	B2 1.2.2. B2 2.2.2.	B2 1.2.2.4. B2 2.2.2.4.	-do-
11	Performing Arts	Display and Sharing School-Based Project	B2 1.3.5. B2 2.3.5.	B2 1.3.5.3 B2 2.3.5.3	-do-

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		(Visual and Performing Arts)			
12	Visual and Performing Arts	Appreciating and Appraising (Visual and Performing Arts)	B2 1.3.5. B2 2.3.5.	B2 1.3.5.3 B2 2.3.5.3	-do-

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B2 Term 3 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	The Family and	Roles and	B2. 4.1.1.	B2. 4.1.1.1	wall charts, wall words,
	the Community	Relationships			posters, video clip, etc
2	The Family and	Roles and	B2. 4.1.1.	B2. 4.1.1.1	wall charts, wall words,
	the Community	Relationships			posters, video clip, etc
3	The Family and	Roles and	B2. 4.1.1.:	B2. 4.1.1.2:	wall charts, wall words,
	the Community	Relationships			posters, video clip, etc
4	The Family and	Roles and	B2. 4.1.1.:	B2. 4.1.1.2:	wall charts, wall words,
	the Community	Relationships			posters, video clip, etc
5	The Family and	Roles and	B2. 4.1.1.:	B2. 4.1.1.3:	wall charts, wall words,
	the Community	Relationships			posters, video clip, etc
6	The Family and	Roles and	B2. 4.1.1:	B2. 4.1.1.3:	wall charts, wall words,
	the Community	Relationships			posters, video clip, etc
7	The Family and	Personal Safety in	B2. 4.2.1:	B2. 4.2.1.1:	wall charts, wall words,
	the Community	the Community			posters, video clip, etc
8	The Family and	Personal Safety in	B2. 4.2.1.:	B2. 4.2.1.1:	wall charts, wall words,
	the Community	the Community			posters, video clip, etc
9	The Family and	Personal Safety in	B2. 4.2.1.:	B2. 4.2.1.1:	wall charts, wall words,
	the Community	the Community			posters, video clip, etc
10	The Family and	Personal Safety in	B2. 4.2.1.:	B2. 4.2.1.1:	wall charts, wall words,
	the Community	the Community			posters, video clip, etc
11	The Family and	Personal Safety in	B2. 4.2.1.	B2. 4.2.1.1:	wall charts, wall words,
	the Community	the Community			posters, video clip, etc
12	The Family and	Personal Safety in	B2. 4.2.1.	B2. 4.2.1.1:	wall charts, wall words,
	the Community	the Community			posters, video clip, etc

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B2 Term 3 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	OUR BELIEFS AND VALUES	Festivals	B2.3.2.2.	B2.3.2.2. 1.	Pictures, Charts, Video Clip
2	OUR BELIEFS AND VALUES	Festivals	B2.3.2.2	B2.3.2.2. 1.	Pictures, Charts, Video Clip
3	OUR NATION GHANA	Responsible use of Resources	B2.4.3.1	B2.4.3.1. 1.	Pictures, Charts, Video Clip
4	OUR NATION GHANA	Farming in Ghana	B2.4.4.1	B2.4.4.1. 1.	Pictures, Charts, Video Clip
5	OUR NATION GHANA	Farming in Ghana	B2.4.4.2	B2.4.4.2.1.	Pictures, Charts, Video Clip
6	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B2.5.1.1.	B2.5.1.1. 1.	Pictures, Charts, Video Clip
7	MY GLOBAL COMMUNITY	Introduction to Computing	B2.5.2.1	B2.5.2.1.1.	Pictures, Charts, Video Clip
8	MY GLOBAL COMMUNITY	Sources of Information	B2.5.3.1	B2.5.3.1.1.	Pictures, Charts, Video Clip
9	MY GLOBAL COMMUNITY	Technology in Communication	B2.5.4.1	B2.5.4.1.1.	Pictures, Charts, Video Clip
10	MY GLOBAL COMMUNITY	Technology in Communication	B2.5.4.1	B2.5.4.1.1.	Pictures, Charts, Video Clip
11	MY GLOBAL COMMUNITY	Technology in Communication	B2.5.4.1	B2.5.4.1.1.	Pictures, Charts, Video Clip
12	MY GLOBAL COMMUNITY	Technology in Communication	B2.5.4.1	B2.5.4.1.1.	Pictures, Charts, Video Clip

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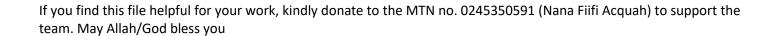
GHANAIAN LANGUAGE for P2 Term 3

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Asking and Answering Questions	B2.1.9.1. B2.1.9.1. B2.1.9.1.	B2.1.9.1.2 B2.1.9.1.3 B2.1.9.1.4	Drums, drum sticks, recorded audios,
2.	Oral Language	Giving and Following Commands / Instructions	B2.1.10.1 B2.1.10.1. B2.1.10.1.	B2.1.10.1.1 B2.1.10.1.2 B2.1.10.1.3	Manila cards, recorded audio visuals
3.	Oral Language	Presentation	B2.1.11.1. B2.1.11.1. B2.1.11.1.	B2.1.11.1.1 B2.1.11.1.2 B2.1.11.1.3	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Comprehension	B2.2.6.1. B2.2.6.1.	B2.2.6.1.2 B2.2.6.1.3	Manila cards, markers, recorded audio- visual
5.	Reading	Comprehension	B2.2.6.1. B2.2.6.1.	B2.2.6.1.4 B2.2.6.1.5	Manila cards, markers, recorded audio- visual
6.	Reading	Silent Reading Fluency	B2.2.7.1. B2.2.8.1.	B2.2.7.1.1 B2.2.8.1.1	Manila Cards, Class reader
7.	Writing	Writing Simple Words/ Names of People and Places (Proper Nouns) Labelling Items in the Environment /Classroom	B2.3.3.2.	B2.3.3.2.1	Manila Cards, Markers
8.	Writing	Copying /Writing Simple Sentences with Correct Spacing	B2.3.4.1.	B2.3.4.1.1	Word cards, Manila card Markers Word cards Manila card Markers

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9.	Writing	Copying/ Writing Simple Sentences with Correct Spacing	B2.3.4.1.	B2.3.4.1.2	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Use of Simple and Compound Sentences)	B2.5.6.1. B2.5.6.1. B2.5.6.1.	B2.5.6.1.1 B2.5.6.1.2 B2.5.6.1.3	Word cards, Manila card Markers Word Cards, Manila card,
11.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Spelling)	B2.5.7.1. B2.5.7.1.	B2.5.7.1.1 B2.5.7.1.2	Reading materials
12.	Extensive Reading/ Children Library	Read short passages of simple sentences of about five to six words	B2.6.2.1.	B2.6.2.1.1	Manila Cards, Markers

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TERM THREE BASIC TWO WEEK 1



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	:	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:			Class size:	
Day:		Dat	te:	
Period :		Less	sson:	
Strand :	Sub-strar	nd :		
A. Reading	A. Pl	nonic	cs	
B. Writing	B. W	ritin _{	ng Letters – Small and Capital	
C. Using Writing Cor	ventions C. U	sing S	Simple Preposition	
D. Extensive Reading	D. Bi	uildin	ng The Love and Culture of Reading	
Indicator (code)	B2.2.2.1.3 B2.4.3.3	1.3.	B2.5.7.1.2 B2.6.1.1.1	
Content standard (code)	B2.2.2.1. B2.4.3.2	L.	B2.5.7.1. B2.6.1.1.	
Performance Indicator	B. Learners can space of C. Learners can use preamd time.	word: eposit	nts of structural analysis to decode unknown words. ds appropriately in sentences. itions to form simple sentences to indicate position riety of age and level-appropriate books and texts t	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)	Word cards, sentence cards library.	, lett	ter cards, handwriting on a manila card and a class	
Ref: English Lan	guage curriculum Page			

DAY	Phase 1:	Phase 2: Mai	n			Phase 3:
	Starter (preparing the brain	(new learning including assessment)		Plenary / Reflections		
	for					
	learning)					
Tuesday	Engage learners to	 B. READING Have learners analyse the basic structure of unknown two-syllable words using specific indicators as a guide. 				What have we learnt today?
	sing songs and recite familiar	Word	Prefix	root word	guide.	Ask learners to summarize the main
	rhymes	Unclean	un-	Clean		points in the lesson
		Word	Suffix	root word	7	
		slowly	-ly	Slow		
		 Let learners look at the different features of compound words. Give learners the opportunity to work as teams/groups to come up with their own features, e. g. "class" and "room" will give "classroom". 				
			let learners use			
Wednesday	Engage learners to sing songs and recite familiar rhymes	 <u>C. WRITING</u> Write the sentences on the board. Let learners copy the sentences, paying attention to spacing of words in the sentence. Encourage learners to display their work. 			What have we learnt today? Ask learners to summarize the main points in the lesson	
		Assessment: let learner's space words appropriately in sentences.				

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Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Provide a short passage containing prepositions that	today?
	sing songs	indicate position and time.	
	and recite	Let learners identify the prepositions.	Ask learners to
	familiar	e. g.	summarize the main
	rhymes	i. Esi sat on a chair in the room.	points in the lesson
		ii. The other pupils stood on the veranda.	
		iii. The teacher went to the classroom at night.	
		Assessment: let learners use prepositions to form	
		simple sentences to indicate position and time.	
Friday	Engage	E. EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
	-	the-page texts to learners.	
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Promo sapportanta suosa agentena	
		Assessment: let learners read a variety of age and level-	
		appropriate books and texts from print and non-print	

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	·	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Endin	g:			Class size:	
Day :			Da	te:	
Period :			Les	ison:	
Strand : ALG	iebra	Si	ub-strand : I	Patterns and Relationship	S
Indicator (co	ode)	B2.2.1.1.2			
Content star	ndard (code)	B2.2.1.1.			
Performanc	e Indicator		•	nd describe the rule for ubtraction, skip counting	simple number patterns and arrays of objects
Core Competencies: Creativity and Innovation C Leadership Critical Thinking and Problem Solving				tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections	
Tuesday	Sing songs like: I'm counting	Find the missing ter - 9, 1, 3, 5, 9, 1, 3, 5 - 2, 4, 6, 8, 10,; - 5, 10, 15, 20,	5,;	ollowing: , 55, 56, 57, ,	Review the lesson with Learners

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	one, what	Assessment: have learners to practice with more	
	is one	examples	
Wednesda	Sing songs	Find the missing terms in the following:	Review the lesson with
У	like:	- 9, 1, 3, 5, 9, 1, 3, 5,;	Learners
		- 2, 4, 6, 8, 10,;,	
	ľm	- 5, 10, 15, 20 , ; or - 54, 55, 56, 57, ,	
	counting		
	one, what		
	is one	Assessment: have learners to practice with more	
		examples	
Thursday	Sing songs	Identify and describe the rules for the following	Review the lesson with
,	like:	patterns	Learners
		- 2, 4, 6, 8, 10, (the rule is "add two")	200.110.13
	l'm	- 5, 10, 15, 20,	
	counting	- 20, 18, 16, 14,	
	one, what	20, 10, 10, 11,	
	is one		
	1 - One is	Assessment: have learners to practice with more	
		examples	
	one alone,		
Fulala.	C:	I doubit, and describe the mules for the following	Daview the lease with
Friday	Sing songs	Identify and describe the rules for the following	Review the lesson with
	like:	patterns	Learners
		- 2, 4, 6, 8, 10, (the rule is "add two")	
	l'm	- 5, 10, 15, 20,	
	counting	- 20, 18, 16, 14,	
	one, what		
	is one	Assessment: have learners to practice with more	
	1 - One is	examples	
	NY		
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	•	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Endin	g:			Class size:	
Day:			Date:		
Period :				Lesson:	
Periou :				Lesson:	
Strand : VISI	UAL ARTS		Sub-strar	nd: Thinking and Exploring Ide	eas
Indicator (co	ode)	B2 1.1.1.3			
Content sta	ndard (code)	B2 1.1.1.			
Performanc	e Indicator	Learners can refle	ect on owr	experiences to talk about vi	sual artworks that reflect
		the natural and n	nanmade e	nvironments in other commu	ınities in Ghana
Core Compe	etencies: Crea	tivity and Innovati	on Commu	nication and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkii	ng and Problem So	lving.		
Keywords					
-					
T. L .R. (s)		Pictures	7/		
Ref:	Creative Art	ts curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
	Engage	Learners are to: 2	identify a	nd talk about the natural	What have we learnt
Wednesda	learners to		•	(e.g. plants, animals, rivers,	today?
у	sing songs	buildings, recreat	ional centi	res, roads, bridges, markets,	,
	and recite	shopping malls);			Ask learners to
	familiar	environmental w	alks to obs	erve elements of design	summarize the main
	rhymes	(e.g. lines, shapes	s, colour) a	nd principles of design (e.g.	points in the lesson
		rhythm, balance,	proportion	n) that can be seen in the	
		natural and manr	nade e	nvironments (e.g.	
		vegetation, anima	als, birds, b	ouildings, recreational	

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	centres, roads, bridges, markets, shopping malls, drains,
	highlands, beaches) 2 collect some samples of
	objects found in the natural and manmade
	environments (e.g. bottles, pebbles, packages, bottle
	tops, stones, shells, twigs, fibre, straw, flowers) to
	create a 'learning corner' in the classroom and for
	general discussions and appreciation;
	Learners are to:
	document and record the things and objects found in
	the natural and manmade environments by taking
	photographs and making videos for preservation,
	storage, referencing
	consider the characteristics of the things observed in
	the natural environment (e.g. clean, neat, dirty,
	beautiful, huge, big, small, young, old, smooth, rough,
	hard, soft, shiny, balanced, colour, tone, mood, tall,
	short, long, heavy, light, space, shape, form, line) to
	form ideas for making own artworks
	Assessment: let learners talk about visual artworks that
	reflect the natural and manmade environments in other
	communities in Ghana

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	LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:				Class size:	
Day:				Dat	e :	
Period:				Les	son:	
Strand : DIV	ERSITY OF MA	ATTER	Sub-strar	d : L	IVING AND NON-LIVING	THINGS
Indicator (co	ode)	B2.1.1.2.2				
Content star	ndard (code)	B2.1.1.2.2				
Performance	e Indicator	Learners can grou	p things co	llect	ed from the environmen	t into living and non-living
		things.				
				nica	tion and Collaboration Pe	ersonal Development and
•	Critical Thinkir	ng and Problem Sol	ving.	_		
Keywords			- / '		9,	
T. L .R. (s)		Pictures				
Ref:	Science curi	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Thursday	Engage	 Learners bring p 	ictures of	vario	ous living and non-living	What have we learnt
	learners to	things.				today?
	sing songs	• Go on a nature v	walk, obse	rve a	and collect things from	Ask learners to
	and recite	the environment.				summarize the
	familiar	• In groups learne	rs work to	sort	out things into living	important points of the
	rhymes	_	• .		he pictures and items	lesson
		collected from the				
		• Learners give re	asons for	their	groupings.	
		Assessment: let le	arners gro	oup t	hings collected from	
		the environment i	nto living	and	non-living things	

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Endin	ıg:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : Europeans in Ghana Sub-stra			Sub-strar	and: International Trade Including Slave Trade		
Indicator (co	ode)	B2.3.2.1.1				
Content sta	ndard (code)	B2.3.2.1.				
Performanc	e Indicator	Learners can des	cribe how	early trade was carried ou	t between Ghanaians and	
		Europeans				
=		tivity and Innovations and Problem So		nication and Collaboration F	Personal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning inc	Plenary / Reflections			
Tuesday	Engage learners to sing songs and recite familiar rhymes	Ghanaians and th	e Europea earners de	ras carried out between ns scribe how early trade was ians and Europeans	What have we learnt today? Ask learners to summarize the main points in the lesson	
	How was				points in the lesson	

NANA FIIFI AC	QUAH		
	the		
	Europeans		
	first		
	carried		
	out?		
Thursday	Engage	Describe how early trade was carried out between	What have we learnt
	learners to	Ghanaians and the Europeans	today?
	sing songs		
	and recite	Assessment: let learners describe how early trade was	Ask learners to
	familiar	carried out between Ghanaians and Europeans	summarize the main
	rhymes		points in the lesson
	How was		
	trade with		
	the		
	Europeans		
	first		
	carried		
	out?		

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	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand: OUF	R BELIEFS ANI	O VALUES	Sub-strar	nd : Festivals	
Indicator (co	ode)	B2.3.2.2. 1.			
Content star	ndard (code)	B2.3.2.2.			
Performance	e Indicator	Learners can ide	ntify things	that families do to show the	ir commitment to God
=		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curricu	ulum Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing	A ///,			
	the brain				
	for				
	learning)				
Tuesday	Engage			gious activities their families	
	learners to			ent to God: morning	today?
	sing songs	devotion, going to	o church, r	nosque or the shrine.	A -1 .1 1 -
	and recite		:-l:£		Ask learners to
	familiar		-	the number of times	summarize the main
	rhymes	and occasionally.	•	rmed during the day, week	points in the lesson

							~	~ i		
I١	JΑ	ıΝ	А	ы	ırı	ΙA	l.l	π	JA	٠г

		Assessment: Let learners identify things that families	
		do to show their commitment to God	
Thursday	Engage	Learners role play what their families do to show	What have we learnt
	learners to	commitment to God, e.g. worship, offertory, Sadaqah,	today?
	sing songs	Zakat, prayer and fasting.	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: Let learners mention what their families	points in the lesson
		do to show commitment to God	

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SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g:			Class size:	
Day :				Date :	
Period :				Lesson:	
Strand :			Sub-stranc	d: •	
PHYSICAL FI	TNESS			ROBIC, ENDURANCE EXIBILITY	
Indicator (co	ode)	B2.3.3.3.1: B2	2.3.4.3.1		
Content star	ndard	B2.3.3.3. B2	.3.4.3.		
(code)					
Performanc	e Indicator	• Learners of	an perform	two set of four continuous	abdominal curls.
		• Learners of	an Perform	lower back stretch	
=		tivity and Innovation		nication and Collaboration P	ersonal Development
Keywords					
T. L .R. (s)		cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asse	ssment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Friday	learning)	A ft a green and a land		on the beat with fact flat	\\/hat have very loomet
Friday	Learners	•		on the back with feet flat,	What have we learnt
	jog round a	palms down.	iiis on the	floor by the side with	today?
	demarcate	•	chauldars f	orward to about 45	Use answers to
	d area in			port and back to the floor	summarise the lesson.
	files while		•	ners perform the above	Summanse the lesson.
	singing		•	se performance. Learners	
	and			mber they perform after 6	
İ	1	1 . 5 5 5 5 5 5 5	cu.		

clapping	minutes' rest to test their abdominal muscular	
to warm-	endurance and keep their record.	
up the	Learners perform curl-up activities for maintenance	
body for	and improvement of abdominal muscular endurance.	
maximal	This should be done monthly to test learners'	
performan	abdominal muscles strength. This should be done	
ce and to	regularly at their own pace	
prevent		
injuries	Learners lie face down with feet together and arm	
	stretched sideways. Learners lift their head and chest	
	up without using the arms as support up to their limit.	
	They should maintain the position as long as they can	
	before they lie back flat on the floor. Encourage them	
	to work for further distance from the ground.	

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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending: Class size:							
Day:			Dat	te:			
Period :				son :			
Strand : The	Family and th	ne Community Sub-stra	nd : I	Roles and Relationships			
Indicator (co	ode)	B2. 4.1.1.1					
Content star	ndard	B2. 4.1.1.					
(code)							
Performance	e Indicator	Learners can identify thing	s that	t families do to show thei	r commitment to God.		
=		tivity and Innovation Comm inking and Problem Solving.	ivity and Innovation Communication and Collaboration Personal Development nking and Problem Solving.				
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Friday	Engage	Let learners mention the re	_		What have we learnt		
	learners to	families perform: morning	devo	tion, going to church,	today?		
	sing songs	mosque or the shrine.					
	and recite	Let learners in groups, identify the number of times			Ask learners to		
	familiar	religious activities are performed during the day, week			summarize the main		
	rhymes	and occasionally			points in the lesson		
		Assessment: let learners id					
		to show their commitment	to G	od			

team. May Allah/God bless you

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SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending:				Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : Ora	l Language		Sub-strar	nd: Asking and Answering Q	uestions	
Indicator (co	ode)	B2.1.9.1.2.	32.1.9.1.3	B2.1.9.1.4.		
Content star	ndard (code)	B2.1.9.1. B	32.1.9.1.	B2.1.9.1.		
Performance	e Indicator	The learner	 The learner should recognise and use the question word, "why." The learner should answer questions on, 'who", "what", "where" and 			
-		tivity and Innovating and Problem So		inication and Collaboration I	Personal Development and	
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	question word "h • Lead learners to	now" and slood read the mean their ow	n questions using the	What have we learnt today?	

NANA FIIFI AC	QUAH	Assist learners to understand when to use the	Review the lesson with
		question word "How"	learners
		Assessment: let learners form their own questions using	
	_	the question word "How"	
	Engage	Write some questions on flashcards and show them	What have we learnt
	leaners to	to learners.	today?
	sing songs and recite	 Lead learners to read the questions. 	
	familiar	Let learners form their own questions using the	
	rhymes	question word under discussion.	Review the lesson with
	mymes	 Assist learners to recognise when to use the question word "why". 	learners
		 Let learners form their own questions using the 	
		question word under discussion.	
		Assessment: let learners form their own questions using the question word "why."	
	Engage	Write questions on flashcards and show them to	What have we learnt
	leaners to	learners.	today?
	sing songs	 Call learners individually to read the questions. 	
	and recite	 Let learners understand when to use the question 	
	familiar	words "who," "what," "where" and "when".	Review the lesson with
	rhymes	 Ask learners questions using the question words 	learners
		under discussion and call them to answer the questions	
		(correct learners where necessary).	
		E.g. What is your age?	

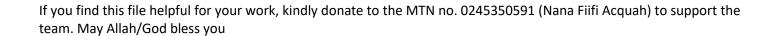
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Assessment: let learners form their own questions using the question word 'who", "what", "where" and "when."

Who is your mother?

Where is your teacher? When will you come?

TERM THREE BASIC TWO WEEK 2



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	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:			Class size:		
Day: Period:		Less	son :		
				7	
Strand :	Sub-stran				
A. Oral Language			Гelling		
B. Reading	B. Ph	nonic	cs		
C. Writing	C. W	ritin/	g Letters – Sm	all and Capital	
D. Using Writing Con	ventions D. Us	sing :	Simple Prepos	ition	
E. Extensive Reading	E. Bi	uildir	ng The Love an	nd Culture of Rea	ading
Indicator (code)	B2.1.4.1.3. B2.2.2.1.3		B2.4.3.1.3.	B2.5.7.1.2	B2.6.1.1.1
Content standard (code)	B2.1.4.1. B2.2.2.1.		32.4.3.1.	B2.5.7.1.	B2.6.1.1.
Performance Indicator	A. Learners can tell sto	ries f	from cultural b	oackground.	
	B. Learners can use ele	men	ts of structura	l analysis to dec	ode unknown words.
	C. Learners can space	wor	ds appropriate	ely in sentences.	
	D. Learners can use pre and time.	posi	tions to form s	simple sentence	s to indicate position
	E. Learners can read a	a var	iety of age an	d level-appropr	iate books and texts
	from print and non-p	print			
Core Competencies: Crea	tivity and Innovation Commu	ınica	tion and Colla	boration Person	al Development and
Leadership Critical Thinkin	ng and Problem Solving.				
Keywords					
T. L .R. (s)	Word cards, sentence cards	, lett	er cards, hand	dwriting on a ma	nila card and a class
	library.				
	<u> </u>				

Ref:	English Lang	guage curricul	um Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE • Revise some stories learners have heard. • Tell the story as learners listen. • Let learners tell their own stories. • Discuss the moral lessons/values in the stories told. Assessment: let learners tell stories from cultural				What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	word Unclean Word slowly • Let learned compound word • Give learned teams/group "class" and "Assessment"	ers analyse to words using Prefix un- Suffix -ly rs look at the words. ers the oppoors to come uniform will get the learners	root word Clean root word Slow different feature tunity to work p with their own ive "classroom use elements of the state	c as vn features, e. g. ı".	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Write the Let learner spacing of w Encourage	sentences or rs copy the so rords in the so learners to	WRITING the board. entences, payinentence. display their wo	ng attention to ork.	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to	D. WRITING CONVENTIONS AND GRAMMAR USAGE • Provide a short passage containing prepositions that	What have we learnt today?
	sing songs	indicate position and time.	
	and recite	Let learners identify the prepositions.	Ask learners to
	familiar	e. g.	summarize the main
	rhymes	i. Esi sat on a chair in the room.	points in the lesson
		ii. The other pupils stood on the veranda.	
		iii. The teacher went to the classroom at night.	
		Assessment: let learners use prepositions to form	
		simple sentences to indicate position and time.	
Friday	Engage	E. EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Assessment: let learners read a variety of age and level-	
		appropriate books and texts from print and non-print	

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	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending	g:			Class size:	
Day:				esson :	
Strand : GEC	METRY AND	MEASUREMENT :	Sub-strand :	2D and 3D Shapes	
Indicator (co	ode)	B2.3.1.1.1			
Content star	ndard (code)	B2.3.1.1.			
Performance Indicator Learners can identify the objects (spheres, cylinders orientations					
_		tivity and Innovation ng and Problem Solv		cation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)	\mathbb{N}	Counters			
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding assess	ment)	Phase 3: Plenary / Reflections

Monday	Sing songs	Recognise and name 3D objects having specific features	Review the lesson with
	like:	or attributes (number of equal faces, types of faces,	Learners
		number of corners, etc.)	
	ľm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Tuesday	Sing songs	Recognise and name 3D objects having specific features	Review the lesson with
	like:	or attributes (number of equal faces, types of faces,	Learners
		number of corners, etc.)	
	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Wednesda	Sing songs	Identify examples of these 3D objects in the classroom	Review the lesson with
У	like:	and community	Learners
		Assassment: have learners to practice with more	
	l'm	Assessment: have learners to practice with more examples	
	counting	CAUTIFICS	
	one, what		
	is one		
Thursday	Sing songs	Identify examples of these 3D objects in the classroom	Review the lesson with
	like:	and community	Learners
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one,		
Friday	Sing songs	Identify examples of these 3D objects in the classroom	Review the lesson with
	like:	and community	Learners
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		

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	•	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : PERFORMING ARTS Sub-strain			Sub-stran	nd: Thinking and Exploring Ide	eas
Indicator (co	ode)	B2 2.1.1.3			
<u>-</u>	ndard (code)	B2 2.1.1.			
Performance			lore own	experiences to talk about p	performing artworks that
		·		made environments in other	<u> </u>
=		tivity and Innovations and Problem Sol		nication and Collaboration Pe	ersonal Development and
Keywords				3 -	
T. L .R. (s)		Pictures			
Ref:	Creative Art	ts curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Monday	Engage	Learners are to: 🛭	talk about	t the natural and manmade	What have we learnt
Wienay	learners to			animals, rivers, buildings,	today?
	sing songs			bridges, markets, shopping	
	and recite			assroom walks to observe	Ask learners to
	familiar	,, ,,		the state of the natural	summarize the main
	rhymes	_		naking performing artworks;	points in the lesson
	,	2 document the			•
			_	nt and sounds made by	
				ects, waves, waterfalls,	

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		church bells and call to worship) by writing notes, or by	
		audio or video recordings of sounds	
		② collect samples of objects and things found in the	
		surroundings (e.g. bottles, packaging, bottle tops,	
		stones, shells, twigs, fibre, straw, flowers) to create a	
		'learning corner' in the classroom	
		Assessment: let learners talk about performing	
		artworks that reflect the natural and manmade	
		environments in other communities in Ghana	
Wednesda	Engage	Learners are to:	What have we learnt
у	learners to	② discuss the characteristics of the things observed in	today?
	sing songs	the natural and manmade environments (e.g. slow or	
	and recite	fast movement of crawling, running, walking, hopping,	Ask learners to
	familiar	swinging, rolling, and jumping animals; rattling fruit	summarize the main
	rhymes	pods); I find concepts from the written notes or	points in the lesson
	,	recordings for composing own songs, stories or poems,	•
		and choreographing dance movements based on the	
		natural and manmade environments.	
		Accordments lot learners talk about performing	
		Assessment: let learners talk about performing	
		artworks that reflect the natural and manmade environments in other communities in Ghana	

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SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : DIVERSITY OF MATTER Sub-stra			Sub-strar	nd : LIVING AND NON-LIVING	THINGS
Indicator (co	ode)	B2.1.1.2.2			
Content star	ndard (code)	B2.1.1.2.			
Performance	e Indicator	Learners can grou	ıp things co	ollected from the environmen	t into living and non-living
		things.			
		tivity and Innovations and Problem Sol		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	things. • Go on a nature the environment. • In groups learne	walk, obse ers work to ings (based e environn	·	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners group things collected from the environment into living and non-living things	
Thursday	Engage learners to	Draw and colour some of the things collected.	What have we learnt today?
	sing songs and recite familiar	Project: Learners create some living and non-living things from materials such as clay, blu tack, cardboard or paper	Ask learners to summarize the important points of the
	rhymes	Assessment: let learners draw and colour some of the	lesson
		things collected.	

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	 LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Ending:				Class size:		
Day:			Date :			
Period :			Lesson	:		
Strand: Europeans	s in Ghana	Sub-st	rand : In	ternatio	nal Trade Including Slave Trade	
Indicator (code)		B2.3.2.1.1				
Content standard	(code)	B2.3.2.1.				
Performance Indic	ator	Learners can d Ghanaians and			rly trade was carried out between	
=	s: Creativity and Innov Thinking and Problem		cation ar	nd Collak	poration Personal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	History cu	urriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning i assessment)	ncluding	;	Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes How was trade with the Europeans first carried out?	Describe how carried out bet Ghanaians and Assessment: le describe how e carried out bet Ghanaians and	ween the Euro t learner early trac ween	opeans rs de was	What have we learnt today? Ask learners to summarize the main points in the lesson	

IV/IIV/TIIIII//CQO/III	•		.
Thursday	Engage learners to	Describe how early trade was	What have we learnt today?
	sing songs and	carried out between	
	recite familiar	Ghanaians and the Europeans	Ask learners to summarize the
	rhymes		main points in the lesson
		Assessment: let learners	
	How was trade	describe how early trade was	
	with the Europeans	carried out between	
	first carried out?	Ghanaians and Europeans	
	mat carried out:		

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	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Endin	g:			Class size:			
Day:				Date :			
Period :				Lesson:			
Strand: OUF	R BELIEFS ANI	O VALUES	Sub-strar	nd : Festivals			
Indicator (co	ode)	B2.3.2.2. 1.					
Content star	ndard (code)	B2.3.2.2.					
Performance	e Indicator	Learners can ide	ntify things	that families do to show the	ir commitment to God		
		tivity and Innovations and Problem Sol		nication and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	Our World (Our People curricu	ulum Page	e			
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections		
	(preparing	A ///,					
(the brain						
	for						
	learning)						
Tuesday	Engage			gious activities their families			
	learners to	•		ent to God: morning	today?		
	sing songs	devotion, going to	o church, r	nosque or the shrine.			
	and recite				Ask learners to		
	familiar		-	the number of times	summarize the main		
	rhymes	religious activities and occasionally.	•	rmed during the day, week	points in the lesson		

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		Assessment: Let learners identify things that families	
		do to show their commitment to God	
Thursday	Engage	Learners role play what their families do to show	What have we learnt
	learners to	commitment to God, e.g. worship, offertory, Sadaqah,	today?
	sing songs	Zakat, prayer and fasting.	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: Let learners what their families do to	points in the lesson
		show commitment to God	

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	·	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : PHYSICAL FITNESS Sub-stran			d: BODY COMPOSITION		
Indicator (code) B2.3.5.3.1					J
Content star	ndard (code)	B2.3.5.3.			
Performance	e Indicator	Learners can iden	tify the var	ious components of human	body (bones, muscles, etc.)
_		tivity and Innovations and Problem Sol		nication and Collaboration F	Personal Development and
Keywords					
T. L .R. (s)		cones			
Ref:	PE curriculu	m Page			
541/	DI 1	274			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
((preparing the brain				
	for				
	learning)				
Friday	Learners	Use a wall chart o	of human s	keletal system to discuss	What have we learnt
	jog round a			an system such as bones,	today?
	demarcate	muscles, lungs liv			,
	d area in	, ,	, ,		Use answers to
	files while				summarise the lesson.
	singing and				
	clapping to				
	warm-up				
	the body				

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	for		
	maximal		
	performan		
	ce and to		
	prevent		
	injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending	5.			Class size:	
Day :			Dat	e :	
Period :			Les	son:	
Strand : The	Family and th	ne Community Sub-strar	nd : F	oles and Relationships	
Indicator (co	de)	B2. 4.1.1.1			
Content star	ndard (code)	B2. 4.1.1.			
Performance	Indicator	Learners can identify things	that	families do to show thei	r commitment to God.
Leadership C		tivity and Innovation Commung and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	RME curricu	ulum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	essm	ent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
1	learning)				
Friday	Engage	Let learners to role play wha			What have we learnt
	learners to	commitment to God e.g. wo		o, offertory, Sadaqah,	today?
	sing songs	Zakat, prayer and fasting, et	C.		
	and recite				Ask learners to
	familiar	Assessment: let learners ide	•	_	summarize the main
	rhymes	to show their commitment	to Go	od	points in the lesson

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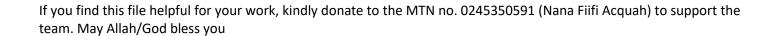
SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending	g:			Class size:	
Day:				Date :	
Period :			l	Lesson :	
Strand : Ora	l Language		Sub-strand	l: Giving and Following Com	nmands / Instructions
Indicator (co	ode)	B2.1.10.1.1 B2	2.1.10.1.2	B2.1.10.1.3	
Content star	ndard (code)	B2.1.10.1. B2	2.1.10.1.	B2.1.10.1.	
Performance	e Indicator	• The learn	er should sa	y what a command is.	
		• The learne	er should res	spond to six to seven comm	ands
		• The learne	er should dis	scuss the importance of com	nmands and instructions
=		tivity and Innovations and Problem So		ication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, record	ded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding asses	ssment)	Plenary / Reflections
	Engage	• Revise the lesso	on greetir	ngs with learners.	What have we learnt
	leaners to	2 000000.00	ommand and	d respond with a learner in	today?
	sing songs	class.			
	and recite	• Discuss what a	command is	with learners.	
	familiar				Review the lesson with
	rhymes	Assessment: let le	earners say v	what a command is.	learners

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Engage	Call learners in pairs and let one issue a command for	What have we learnt
leaners to	the other to respond to the command.	today?
sing songs	E.g. Stand up! Sit down! Keep quiet!	
and recite		
familiar	Assessment: let learners respond to six to seven	Review the lesson with
rhymes	commands	learners
Engage	Write some commands on the board and lead	What have we learnt
leaners to	10011101010101101111	today?
sing songs	Let learners read the command as a group and then	
and recite	individually.	
familiar	Call a learner to come out and issue a command for	Review the lesson with
rhymes	the class to respond.	learners
	Lead learners to recognise the importance of	
	commands and instructions. E.g. to get work done on	
	time; to draw your attention; for safety, peace, success,	
	etc.	
	Assessment: let learners mention the importance of	
	commands and instructions	

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SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:		Class size:
Period :		Lesson:
Strand :	Sub-strai	
A. Oral Language		onversation
B. Reading		ocabulary
C. Writing		Vriting Letters – Small and Capital
D. Using Writing Con	ventions D. U	Ising Simple Preposition
E. Extensive Reading	E. B	uilding The Love and Culture of Reading
Indicator (code)	B2.1.6.2.1 B2.2.6.1.4	B2.4.3.1.3. B2.5.7.1.2 B2.6.1.1.1
Content standard (code)	B2.1.6.2.1 B2.2.6.1.4	B2.4.3.1.3. B2.5.7.1.2 B2.6.1.1.1
Performance Indicator	A. Learners can demor	nstrate turn-taking in conversations.
	B. Learners can use did	ctionaries and glossaries to clarify meaning of word.
	C. Learners can space	e words appropriately in sentences.
	D. Learners can use pro and time.	epositions to form simple sentences to indicate positio
	E. Learners can read	a variety of age and level-appropriate books and text
	from print and non-	print
Core Competencies: Crea	tivity and Innovation Commu	unication and Collaboration Personal Development an
Leadership Critical Thinkin	ng and Problem Solving.	
Keywords		
T. L .R. (s)	Word cards, sentence cards	s, letter cards, handwriting on a manila card and a clas
· ·	library.	
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Ref:	ef: English Language curriculum Page				
DAY	Phase 1: Starter (preparing the brain for	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Monday	learning) Engage learners to sing songs and recite familiar rhymes	 A. ORAL LANGAUGE Use the Community Circle Activity: Sit learners in horse-shoe formation. Call individual learners to talk about what happened over the weekend. e. g. events, personal experiences, incidents, etc. Let learners take turns to name and describe events of recent occurrence. Discuss the importance of turn-taking in conversation: e.g. i. They talk after the last speaker has stopped. They talk when invited e.g. by the group leader. Assessment: let learners take turns in conversations	What have we learnt today? Ask learners to summarize the main points in the lesson		
Tuesday	Engage learners to sing songs and recite familiar rhymes	B. READING Introduce learners to the use of picture dictionaries and glossaries. Have learners use guide words to find meaning of words used. Have learners practise in pairs. Assessment: let learners use dictionaries and glossaries to clarify meaning of word.	What have we learnt today? Ask learners to summarize the main points in the lesson		
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING Write the sentences on the board. Let learners copy the sentences, paying attention to spacing of words in the sentence. Encourage learners to display their work. Assessment: let learners space words appropriately in sentences	What have we learnt today? Ask learners to summarize the main points in the lesson		

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Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Provide a short passage containing prepositions that	today?
	sing songs	indicate position and time.	
	and recite	Let learners identify the prepositions.	Ask learners to
	familiar	e. g.	summarize the main
	rhymes	i. Esi sat on a chair in the room.	points in the lesson
		ii. The other pupils stood on the veranda.	
		iii. The teacher went to the classroom at night.	
		Assessment: let learners use prepositions to form	
		simple sentences to indicate position and time	
Friday	Engage	E. EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Assessment: let learners read a variety of age and level-	
		appropriate books and texts from print and non-print	

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	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending	g:			Class size:	
Day: Period:				esson :	
Strand : GEC	METRY AND	MEASUREMENT S	Sub-strand :	2D and 3D Shapes	
Indicator (co	ode)	B2.3.1.1.2			
Content star	ndard (code)	B2.3.1.1.			
Performance Indicator Learners can identify the shapes (squares, triangles, dimensions or orientations			riangles, red ntations	ctangles, circles, pentagon	s, hexagons) of different
_		tivity and Innovatior ng and Problem Solvi		cation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	ding assess	ment)	Phase 3: Plenary / Reflections

Monday	Sing songs	Recognize, draw and name 2D shapes having specific	Review the lesson with
	like:	features or attributes (for example a given number of	Learners
		angles or edges/sides	
	l'm		
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Tuesday	Sing songs	Recognize, draw and name 2D shapes having specific	Review the lesson with
	like:	features or attributes (for example a given number of	Learners
	l'm	angles or edges/sides	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Wednesda	Sing songs	Sort a collection of 2D shapes by 1 or 2 features or	Review the lesson with
У	like:	attributes and explain the sorting rule used	Learners
	l'm		
	counting	Assessment: have learners to practice with more	
	one,	examples	
Thursday	Sing songs	Sort a collection of 2D shapes by 1 or 2 features or	Review the lesson with
	like:	attributes and explain the sorting rule used	Learners
	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Friday	Sing songs	Identify examples of these 2D shapes in the classroom	Review the lesson with
	like:	and community. For example, take learners on a tour	Learners
	$N \setminus Y$	around the classroom and the school compound. Point	
	l'm	out items to them and encourage them to name the 2D	
	counting	shape in the items	
	one, what	Learners	
	is one		
		Assessment: have learners to practice with more	
		examples	

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SUBJECT: CREATIVE ARTS CLASS: TWO

Week Endin	g:			Class size:	
Day:			1	Date :	
Period :			1	Lesson :	
Strand : VISI	UAL ARTS		Sub-stranc	l: Planning, Making and Co	mposing
Indicator (co	ode)	B2 1.2.2.3			J '
Content sta	ndard (code)	B2 1.2.2.			
Performanc	e Indicator	Learners can expe	riment with	n available visual arts tools,	materials and methods to
		create own visual	artworks th	nat reflect the natural and n	nanmade environments of
		other Ghanaian co	ommunities		
Core Compe	tencies: Crea	tivity and Innovatio	n Commun	ication and Collaboration P	ersonal Development and
Leadership (Critical Thinkii	ng and Problem Solv	ving.		
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	ts curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding asse	ssment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				100
Monday	Engage	Learners are to:	. 1		What have we learnt
	learners to	lengage in enviro			today?
	sing songs	documentaries on	the natura	l and manmade	
	and recite	environments			Ask learners to
	familiar	•		nmade environments to	summarize the main
	rhymes			I tools (e.g. newsprint, 2B	points in the lesson
		•	arcoai) that	are suitable for making	
	1	artworks			

		Assessment: let learners identify materials and tools that are suitable for making artworks	
Wednesda	Engage	Learners are to:	What have we learnt
У	learners to	② explore the nature and suitability of the tools for	today?
	sing songs	designing and making visual artworks.	
	and recite		Ask learners to
	familiar	Assessment: let learners create own visual artworks	summarize the main
	rhymes	that reflect the natural and manmade environments of other Ghanaian communities	points in the lesson

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	 LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Ending:					Class size:	
Day:				Dat	e :	
Period :				Les	son:	
Strand : DIV	ERSITY OF MA	ATTER !	Sub-stran	d : N	MATERIALS	
Indicator (co	ode)	B2.1.2.3.1				
Content sta	ndard (code)	B2.1.2.3.				
Performanc	e Indicator	Learners can desc	cribe a sc	olid-	solid mixture and expla	ain how to separate the
		components.				
-		tivity and Innovation		nica	tion and Collaboration P	ersonal Development and
Reywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page	iculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding asse	essm	nent)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	observe, e.g. sand and cowpea. • Learners combinobserve what hap • Learners talk abformed. • Ask learners who formed are the sand	d, gari, savene two managers. So we then the managers are the same as the	w du ateri nixtu pro e ind	res they have ducts they have	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assist learners to understand that when they mix	
		two or more things together, they form a mixture	
		and that no new thing forms even though the	
		starting and ending substances may look different	
		from each other.	
		Explain to learners that they have formed a solid-	
		solid mixture.	
		Assessment: let learners describe a solid–solid mixture	
Thursday	Engage	Learners explore ways of separating the components	What have we learnt
	learners to	of the solids-solid mixtures they have prepared.	today?
	sing songs	Provide more solid materials for learners to do more	Ask learners to
	and recite	group activities.	summarize the
	familiar	Relate the lesson to everyday life. For example,	important points of the
	rhymes	separation of a mixture of groundnut and sand, sand	lesson
		and stone, and maize and chaff, roasted groundnut and	
		its husks, etc.	
		Learners to separate some common solid-solid	
		mixtures such as sand and stone, iron nails and sand,	
		gari and groundnut.	
		Assessment: let learners describe a solid–solid mixture	
		and explain how to separate the components.	

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SUBJECT: HISTORY CLASS: TWO

Week Ending	g:			Class size:			
Day:				Date:			
Period :			Lesson:				
Strand : Euro	opeans in Gha	ana S	Sub-stran	d : International Trade Includ	ling Slave Trade		
Indicator (co	ode)	B2.3.2.1.1					
Content star	ndard (code)	B2.3.2.1.					
Performance	e Indicator	Learners can descr Europeans	Learners can describe how early trade was carried out between Ghanaians and Europeans				
=		tivity and Innovation ng and Problem Solv		nication and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page)				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inclu	uding asse	essment)	Plenary / Reflections		
	(preparing the brain for learning)						
Tuesday	Engage learners to sing songs and recite familiar rhymes	organise learning corners arners to items brought by the Euro powder, Textiles, Tobacco lvory, Gold miliar Role play the barter trade			What have we learnt today? Ask learners to summarize the main points in the lesson		

	What items were traded?	Assessment: let learners mention items or brought by the Europeans	
Thursday	Engage learners to sing songs and recite familiar rhymes What items were traded?	Organise learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold Role play the barter trade in those items Assessment: let learners mention items or brought by the Europeans	What have we learnt today? Ask learners to summarize the main points in the lesson

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	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Endin	g:			Class size:		
Day:			1	Date:		
Period :				esson :		
Strand : OUR	r nation gh	ANA	Sub-strand	: Farming in Ghana		
Indicator (co	ode)	B2.4.3.1. 1.				
Content star	ndard (code)	B2.4.3.1.				
Performance		community	Learners can describe ways of conserving energy in the home, school and			
_		tivity and Innovationg and Problem Sol		ication and Collaboration F	Personal Development and	
Keywords) -		
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curricu	lum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections	
Tuesday	Engage	Guide learners, th	rough ques	tions and answers, to	What have we learnt	
	learners to sing songs	explain energy co	nservation e	e.g. the prevention of the	today?	
sing songs and recite familiar rhymes wasteful usage of energy. Guide learners, through thir strategies for energy conser • using solar or wind energy • making efforts to reduce t (e.g. turning off lights when			rough think	-pair-share, to talk about	Ask learners to	

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		recycling plastics or paper, using more natural light	
		from the sun).	
		Describe conserving energy in their homes or in the	
		community, using small group drama.	
		Assessment: Let learners describe ways of conserving	
		energy in the home and school	
Thursday	Engage	Learners talk about ways of conserving energy, e.g.	What have we learnt
	learners to	turning off the light, television, iron and fan after use.	today?
	sing songs	Leaners sing and recite rhymes on how energy can be	
	and recite	conserved in the community.	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
		Assessment: Let learners describe ways of conserving	
		energy in the community	

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SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Ending:						Class size	e:
Day:			Date :				
Period :			Lesson:				
Strand: PHYSICAL	EPTS, PRINC	IPLES	Sub-strar	nd : FITNE	SS PROGF	RAMME	
AND STRATEGIES							
Indicator (code)			B2.4.1.4.	1			
Content standard	(code)		B2.4.1.4.		6/		
Performance Indic	ator		Learners	can exp	lain why	people	participate in physical
			activities	three to fo	our times	each wee	k, for at least 30 minutes
	=			nication an	d Collabo	ration Per	rsonal Development and
Leadership Critical	Thinking and F	Problem Solv	ing.				
Keywords							
T D (a)			20000	+			
T. L .R. (s)		DE sussiaulu	cones				
Ref:		PE curriculu	m Page				
DAY	Phase 1:		Phase 2: Main				Phase 3:
	Starter		(new learning including assessment)			ssment)	Plenary / Reflections
	(preparing th	e brain					
	for learning)						
Friday	Learners jog		Learners' their fitness records on			What have we learnt	
	demarcated					today?	
	while singing		the number of time parents have				
	clapping to w	•	signed that their ward participated in Use answers to				
	body for max		30 minutes' physical activities. Cross summarise the lesso			summarise the lesson.	
	performance		check and give them encouragement				
	prevent injur	ies	=	ve upon th	ieir physic	al	
			fitness.				identify the five major
				vhy people			components of
•				activities t			physical fitness
				ek, for at le			Give it to them as
			-	ve their fit			project and discuss it in
			cardio-va	iscular end	aurance, e	tC	class

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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending	g: Class size:				
Day:			Dat	e :	
Period :			Les	son :	
Strand : The	Family and th	ne Community Sub-stran	id : F	coles and Relationships	
Indicator (co	ode)	B2. 4.1.1.2:			
Content star	ndard (code)	B2. 4.1.1.			
Performance Indicator Learners can explain the need for commitment to C				r commitment to God	
=		tivity and Innovation Commung and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	RME curricu	ılum Page		7	
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Friday	Engage	Guide learners to explain to	the r	neaning of	What have we learnt
	learners to	commitment.			today?
	sing songs	 Let learners discuss why w 	e ne	ed to be committed to	
	and recite	God:			Ask learners to
	familiar	- It is a command from God			summarize the main
	rhymes	- It attracts blessings from G	iod.		points in the lesson
		• Let learners talk about thi	ngs t	hey do to show their	
		commitment to God.			
		Assessment: let learners exp	olain	the need for	

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team. May Allah/God bless you

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	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending	g:			Class size:	
Day:			Da	ite:	
Period :			Le	sson:	
Strand : Ora	l Language		Sub-strand:	Presentation	
Indicator (co	ode)	B2.1.11.1.1 B	2.1.11.1.2	B2.1.11.1.3	
Content star	ndard (code)	B2.1.11.1. B	32.1.11.1.	B2.1.11.1.	
Performance	e Indicator	The learne	er should say	the time by the hour.	
		The learner	r should say t	the time by half hour	
		• The learner	r should reco	gnise the days of the wee	k in chronological order
=		tivity and Innovation ng and Problem Solv		ation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, marl	kers, recorde	d audios visual	
Ref:	Ghanaian La	anguage curriculum	n		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning inclu	uding assess	ment)	Plenary / Reflections
	Engage			he day with learners,	What have we learnt
	leaners to	e.g., morning, afte			today?
	sing songs	• Show a clock to	learners and	ask learners to tell you	
	and recite	what the clock is u	ised for.		
	familiar	• Use the clock to	assist learne	ers to tell the time by the	Review the lesson with
	rhymes	hour. E.g. The time	e is 3 o'clock.		learners

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	Assessment: let learners say the time by the hour	
Engage leaners to sing songs and recite familiar rhymes	Use the clock to assist learners to tell time by half hour. E.g. The time is 2:30pm. The time is 30 minutes past 4 o'clock. Assessment: let learners say the time by half hour	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Revise the lesson on telling the time with learners. Write the days of the week on the board and lead learners to mention them. Call learners to mention the names of the days of the week individually. Lead learners to mention and arrange the names of the days of the week in a chronological order. E.g. Monday, Tuesday, etc. Communication Assessment: let learners identify the days of the week	What have we learnt today? Review the lesson with learners
	in chronological order	

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TERM THREE BASIC TWO WEEK 4

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:			Class size:			
Day:		Da	ate :			
Period :		Le	sson:			
Strand :		Sub-strand:				
A. Oral Language		A. Conv	ersation			
B. Reading		B. Voca	/ocabulary			
C. Writing		C. Writi	ng Simple Words a	nd Sentences		
D. Using Writing Con	ventions	D. Using	Simple Prepositio	n		
E. Extensive Reading		E. Build	ing The Love and C	ulture of Reading		
Indicator (code)	B2.1.6.2.2	B2.2.6.1.4.	B2.4.5.1.3.	B2.5.7.1.2	B2.6.1.1.1	
Content standard (code)	B2.1.6.2.	B2.2.6.1.	B2.4.5.1.	B2.5.7.1.	B2.6.1.1.	
Core Competencies: Crea Leadership Critical Thinkin	people say B. Learners c C. Learners c opinion. D. Learners c and time. E. Learners c from print	an use diction can draw a properties of the can draw a value of the can depth on Communic can communic		es to clarify mean at least a senten ole sentences to in evel-appropriate b	ing of word. ce to share an ndicate position books and texts	
Keywords						

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class				
		library.				
Ref:	English Lang	guage curriculum Page				
DAY	Phase 1:	Phase 2: Main	Phase 3:			
	Starter	(new learning including assessment)	Plenary / Reflections			
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	A. ORAL LANGAUGE	What have we learnt			
	learners to	Have learners recall the discussion on turn-taking in	today?			
	sing songs	conversation and state the rules.				
	and recite	Encourage learners to ask and answer questions for	Ask learners to			
	familiar	clarification on what other learners have said.	summarize the main			
	rhymes	Encourage appropriate language use during	points in the lesson			
		conversations				
		Assessment: let learners answer questions for				
		clarifications about what other people say.				
Tuesday	Engage	<u>B. READING</u>	What have we learnt			
	learners to	Introduce learners to the use of picture dictionaries	today?			
	sing songs	and glossaries.				
	and recite	Have learners use guide words to find meaning of	Ask learners to			
	familiar	words used.	summarize the main			
	rhymes	Have learners practise in pairs.	points in the lesson			
		Assessment: let learners use dictionaries and glossaries				
		to clarify meaning of word.				
Wednesday	Engage	<u>C. WRITING</u>	What have we learnt			
	learners to	Show pictures of 'smiley/images on your phone or	today?			
	sing songs	card', e.g. smiling, angry, indifferent or frightened faces,				
	and recite	etc.	Ask learners to			
	familiar	• Let learners study the pictures and interpret them.	summarize the main			
	rhymes	• Let learners, in pairs, discuss their opinions.	points in the lesson			
		The learner's opinion is very important and whatever				
		interpretation learners give must be accepted				
		Assessment: let learners draw a picture and write at				
		least a sentence to share an opinion.				

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Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Provide a short passage containing prepositions that	today?
	sing songs	indicate position and time.	
	and recite	Let learners identify the prepositions.	Ask learners to
	familiar	e.g.	summarize the main
	rhymes	i. Esi sat on a chair in the room.	points in the lesson
		ii. The other pupils stood on the veranda.	
		iii. The teacher went to the classroom at night.	
		Assessment: let learners use prepositions to form	
		simple sentences to indicate position and time.	
Friday	Engage	E. EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	•
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		provide support and encouragement.	
		(///)	
		Assessment: let learners read a variety of age and level-	
		appropriate books and texts from print and non-print	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending	g:				Class size:	
Day: Period:				Date	e : son :	
Strand : GEC	METRY AND	MEASUREMENT	Sub-stran	nd :2	D and 3D Shapes	
Indicator (co	ode)	B2.3.1.1.3				
Content star	ndard (code)	B2.3.1.1.				
Performance	e Indicator	Learners can crea	ate two-dir	mens	ional shapes based on g	given attributes, including
		number of sides	and vertice	es.		
=		tivity and Innovati ng and Problem So		unicat	ion and Collaboration Pe	ersonal Development and
Keywords		6////				
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Pag	e			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including ass		essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for learning)					
Monday	Sing songs	learners identify:	the 2D face	es of	a given 3D object	Review the lesson with
Wionaay	like:	icarriers racifully	arc 2D lace	C3 01	a given 30 object	Learners

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	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		
Tuesday	Sing songs	learners identify 3D objects in the environment that	Review the lesson with
	like:	have parts similar to a given 2D shape (find the parts of	Learners
		a can or bucket that are similar to a circle)	
	ľm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Wednesda	Sing songs	learners identify the number of sides, faces and vertices	Review the lesson with
у	like:	of 2D plane figures	Learners
,			
	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Thursday	Sing songs	learners draw 2D shapes with given sides or vertices	Review the lesson with
mursuay	like:	learners draw 2D shapes with given sides of vertices	Learners
	iike.		Learners
	l'm	Assessment: have learners to practice with more	
		examples	
	counting		
	one, what		
	is one		
Friday	Sing songs	learners draw 2D shapes with given sides or vertices	Review the lesson with
	like:		Learners
		Assessment: have learners to practice with more	
	ľm	examples	
	counting	Champies	
	one, what		
	is one		

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SUBJECT: CREATIVE ARTS CLASS: SIX

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand: PER	FORMING AR	TS	Sub-stran	d : Planning, Making and Cor	mposing
Indicator (co	ode)	B2.2.2.3			
Content sta	ndard (code)	B2.2.2.2.			
Performanc	e Indicator	Learners can experiment with available performing arts instruments, resources an techniques to create own artworks that reflect the natural and manmad environments in other communities in Ghana			
=		tivity and Innovationg and Problem Sol		nication and Collaboration Po	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	select available natural and manmade objects and things that are good for performing music, dance and drama; 2 discuss types of music, dance and drama that reflect the natural and manmade environments;.		What have we learnt today? Ask learners to summarize the main points in the lesson	

		Assessment: let learners create own artworks that reflect the natural and manmade environments in other	
		communities in Ghana	
Wednesda	Engage	Learners are to:	What have we learnt
у	learners to	2 create own performing artworks to reflect the natural	today?
	sing songs	and manmade environments in the identified	
	and recite	communities in Ghana.	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners create own artworks that reflect the natural and manmade environments in other communities in Ghana	points in the lesson

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	 LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : CYC	CLES		Sub-stran	d : EARTH SCIENCE	
Indicator (co	ode)	B2.2.1.4.2			7
Content sta	ndard (code)	B2.2.1.4.			
Performanc	e Indicator	Learners can ider	ntify uses o	f air.	
		tivity and Innovations and Problem So		nication and Collaboration P	ersonal Development and
Keywords				7.	
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asso	essment)	Plenary / Reflections
	(preparing the brain				
	for learning)				
Monday	Engage learners to sing songs and recite familiar rhymes	• In groups learned e.g. filling balloon the body, support pictures of the actions.	are breathiners perform ns, pumping ting burnin tivities.	n the following activities, g tyres, flying kites, cooling g and if possible show	What have we learnt today? Ask learners to summarize the important points of the lesson
		Assessment: let le	earners ide	ntify uses of air	

Thursday	Engage	Show pictures of people on a boat wearing life	What have we learnt
	learners to	jackets, swimmers on inflated balloons on water.	today?
	sing songs	Create real life problems related to the topic for	Ask learners to
	and recite	learners to discuss and come out with possible	summarize the
	familiar	solutions	important points of the
	rhymes		lesson
		Assessment: let learners identify uses of air	

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	•	LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
				2000111	
Strand : Euro	opeans in Gha	ana	Sub-strar	nd: International Trade Includ	ling Slave Trade
Indicator (co	ode)	B2.3.2.1.1			
Content star	ndard (code)	B2.3.2.1.			
Performance	e Indicator	Learners can des	cribe how	early trade was carried out	between Ghanaians and
		Europeans			
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkin	ng and Problem Sol	lving.		
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage	,	_	vith real items or pictures of	What have we learnt
	learners to	,	•	eans such as Gin, Gun, Gun	today?
	sing songs		Tobacco, I	ron Bars, Elephant tusks,	
	and recite	Ivory, Gold			Ask learners to
	familiar	Dala ulavitha haut			summarize the main
	rhymes	Role play the bart	ter trade ir	i those items	points in the lesson
		Assessment: let le	earners		
		mention items o	r brought	by the Europeans	

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	What		
	items were		
	traded??		
Thursday	Engage	Organise learning corners with real items or pictures of	What have we learnt
	learners to	items brought by the Europeans such as Gin, Gun, Gun	today?
	sing songs	Powder, Textiles, Tobacco, Iron Bars, Elephant tusks,	
	and recite	Ivory, Gold	Ask learners to
	familiar		summarize the main
	rhymes	Role play the barter trade in those items	points in the lesson
	What	Assessment: let learners	
	items were	mention items or brought by the Europeans	
	traded?	mention items of brought by the Europeans	

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	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Endin	g:			Class size:	
Day :			Dat	re:	
Period :			Les	son :	
Strand: OUF	R NATION GH	ANA Sub-stra	nd : F	Farming in Ghana	
Indicator (co	ode)	B2.4.4.1. 1			
Content star	ndard (code)	B2.4.4.1.			
Performance	e Indicator	Learners can explain the ir	nport	ance of farming in Ghana	3
		l tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curriculum Pag	e		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections
	(preparing the brain for				
	learning)				
Tuesday	Engage	Learners talk about various	farm	ning activities in Ghana	What have we learnt
	learners to	Learners visit and observe		_	today?
	sing songs	poultry farm, crop farm, flo	wer	garden, etc.	
	and recite			,	Ask learners to
	familiar				summarize the main
	rhymes	Assessment: Let learners ractivities in Ghana	nenti	on various farming	points in the lesson
	1	1			i

Thursday	Engage	Learners in groups talk about importance of farming in	What have we learnt
	learners to	their community	today?
	sing songs	Learners draw the main farm activity in their	
	and recite	community	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
		Assessment: Let learners mention the importance of	
		farming in Ghana	

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	·	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
	SICAL FITNES AND STRATEG	·	ub-stranc	: FITNESS PROGRAMME,	
Indicator (co	ode)	B2.4.1.4.2			
Content star	ndard (code)	B2.4.1.4.			
Performance	e Indicator	Learners can mentio	on the co	mponents of physical fitness	i.
=		tivity and Innovation ng and Problem Solvir		ication and Collaboration Pe	ersonal Development and
Keywords				5	
T. L .R. (s)		cones	cones		
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)				Plenary / Reflections
Friday	Learners	Learners identify the	e five maj	or components of physical	What have we learnt
	jog round a	fitness as			today?
	demarcate	i. cardiovascular			
	d area in	ii. muscular strengtl	h		Use answers to
	files while	iii. muscular endura	nce		summarise the lesson.
	singing and	iv. flexibility			
	clapping to	v. body composition	ı		
	warm-up				

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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending:				Class size:			
Day:			Da	Date:			
Period :			Le	sson :			
Strand : The	Family and th	ne Community Su	e Community Sub-strand : Roles and Relationships				
Indicator (co	ode)	B2. 4.1.1.2:					
Content star	ndard (code)	B2. 4.1.1.					
Performance	e Indicator	Learners can explair	the need f	or commitment to God			
-		tivity and Innovation ng and Problem Solvir		ation and Collaboration P	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	llum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections		
Friday Engage learners to about things they do at home, school mosque and community to show the and recite familiar rhymes Assessment: let learners explain the commitment to God			ers, let learners share	What have we learnt today? Ask learners to summarize the main points in the lesson			

team. May Allah/God bless you

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	•	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Rea	ding		Sub-strar	nd : Comprehension	
Indicator (co	ode)	B2.2.6.1.2	B2.2.6.	1.3	
Content star	ndard (code)	B2.2.6.1.	B2.2.6.	1.	
Performance	e Indicator	• Th	ne learner	should make predictions of w	hat will happen next.
		• Th	e learner s	should recognise the titles and	d authors of books
-		tivity and Innovations and Problem So		inication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
	leaners to sing songs and recite familiar rhymes	Lead learners to happen in the nexContinue to disc	brainstor o brainstor ot pages or cuss the ot	a story book with learners. Im on what they think would I pictures in the story. Ither pictures with learners I cting what they think will	What have we learnt today? Review the lesson with learners

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	Assessment: let learners make predictions of what will happen next.	
Engage leaners to sing songs and recite familiar rhymes	The state of the s	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	The production of the producti	What have we learnt today? Review the lesson with learners

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TERM THREE BASIC TWO WEEK 5

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:		Class size:		
Day:		Date :		
Period :		Lesson:	7	
Strand :	Sub-strar	nd:		
A. Oral Language	A. Li	stening Comprehe	nsion	
B. Reading	B. Co	omprehension		
C. Writing	C. W	riting Simple Words and Sentences		
D. Using Writing Con	ventions D. U	sing Simple and Co	mpound Sentend	ces
E. Extensive Reading	E. Bi	uilding The Love an	d Culture of Read	ding
Indicator (code)	B2.1.7.1.4. B2.2.7.2.4.	B2.4.5.1.3.	B2.5.9.1.2	B2.6.1.1.1
Content standard (code)	B2.1.7.1. B2.2.7.2.	B2.4.5.1.	B2.5.9.1.	B2.6.1.1.
Leadership Critical Thinki	opinion. D. Learners can identify E. Learners can read a from print and non- ativity and Innovation Commu	vel-appropriate text or a picture and wr y nouns and verbs a variety of age an print	exts with little sup rite at least a se in simple sentend d level-appropria	port. ntence to share an ces. ate books and texts
Keywords				

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class					
		library.					
Ref:	English Lang	guage curriculum Page					
DAY	Phase 1:	Phase 2: Main	Phase 3:				
	Starter	(new learning including assessment)	Plenary / Reflections				
	(preparing						
	the brain						
	for						
	learning)						
Monday	Engage	A. ORAL LANGAUGE	What have we learnt				
	learners to	Read an information text aloud to learners, using the	today?				
	sing songs	KWL Strategy.					
	and recite	– KWL Strategy:	Ask learners to				
	familiar	Before reading, have learners think-pair-share and talk	summarize the main				
	rhymes	about what they already know(K) about the title of the	points in the lesson				
	,	text. Have learners ask questions about what they want	F				
		to know (W). While you read the text, pause often to					
		give the children the chance to share what they have					
		learned or answer the questions they have asked					
		before reading.					
		After the reading, have learners share what they have					
		learned.					
		Put learners in groups to share facts from the text					
		heard					
		Assessment: let learners share facts from texts heard					
		with a partner					
Tuesday	Engage	<u>B. READING</u>	What have we learnt				
	learners to	Have learners read different texts with little support	today?				
	sing songs	from teacher. Gradually, scaffold to help learners read					
	and recite	independently	Ask learners to summarize the main				
	familiar rhymes	Assessment: let learners read level-appropriate texts	points in the lesson				
	Tilyllies	with little support	points in the lesson				
		with fittle support					
Wednesday	Engage	C. WRITING	What have we learnt				
,	learners to	Show pictures of 'smiley/images on your phone or	today?				
	sing songs	card', e.g. smiling, angry, indifferent or frightened faces,					
	and recite	etc.	Ask learners to				
	familiar	Let learners study the pictures and interpret them.	summarize the main				
	rhymes	• Let learners, in pairs, discuss their opinions.	points in the lesson				

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The learner's opinion is very important and whatever interpretation learners give must be accepted	
Assessment: let learners draw a picture and write at least a sentence to share an opinion.	
Thursday Engage learners to sing songs and recite familiar rhymes i. Ofori danced. (Who danced? What did Ofori do?) Assessment: let learners identify nouns and verbs in simple sentences. Assessment: let learners identify nouns and verbs in simple sentences.	main
F. EVENCIVE DEADING	1
Friday Engage <u>E. EXTENSIVE READING</u> What have we	iearnt
learners to Using book tease or book talk, introduce the reading/ today?	
sing songs library time.	

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• Introduce picture or wordless books, pop-up and flip-

• Encourage them to read individually and in pairs, and

Assessment: let learners read a variety of age and levelappropriate books and texts from print and non-print summarize the main

points in the lesson

familiar

rhymes

to make a choice from.

the-page texts to learners.

provide support and encouragement.

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending:				Class size:	
Day :			Dat		
Period :			Lesson:		
Strand : GEC	METRY AND	MEASUREMENT Sub-strar	nd : F	Position/Transformation	
Indicator (code) B2.3.2		B2.3.2.1.1: B2.3.3.1.1		9	
Content standard (code) B2.3.2.1. B2.3.3.1.		B2.3.2.1. B2.3.3.1.			
Performance Indicator		Learners can prove that the change its length. Learners can demonstrate a or mass - directly or indirect	n un	derstanding of how to m	
		tivity and Innovation Commung and Problem Solving.	inica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	s curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	essm	nent)	Phase 3: Plenary / Reflections

Monday	Sing songs	Put sticks of equal length in different place	ces and Review the lesson with	
ivioriday	like: directions and ask learners to identify the longest; viz.			
	iii.c.	which stick in the figure is longest?	longest; viz. Learners	
	l'm	willen stick in the lighte is longest:		
		Then ack them to pick the sticks and put t	hom side by	
	counting	Then ask them to pick the sticks and put t	nem side by	
	one, what	side to see if they have equal length.		
	is one	Assessment: have learners to practice with	n moro	
	1 - One is	examples	Tillore	
	one	Champies		
- '	C:			
Tuesday	Sing songs	Math textbook thumb widths or bot		
	like:	Math textbook pencil lengths or mat	ch sticks Learners	
		Desk hand widths		
	l'm	Desk pencil lengths or mat	ch sticks	
	counting	E.g. 1. Identifying which of two non-stand	ard units	
	one, what	would be a better choice for measuring th	e length,	
	is one	capacity or mass of an object. (E.g. Put a ta	able (see	
	1 - One is	example) of lengths to be measured and o	bject to be	
	one alone,	used to measure (thumb width, paper clip	s, pencil	
	alone it	lengths, etc.), estimates, and actual measu	ıres.	
	shall be.			
	2 - Two			
	pair, two	Have learners copy table in their exercise l	book, record	
	pair come	their personal estimates and then work wi		
	pair let us	to measure and record the actual measure	ements. As	
	pair	learners work, go around the classroom to	ensure they	
		are using appropriate procedures	,	
		Assessment: have learners to practice with	n more	
		examples		
Wednesda	Sing songs	Explain why the number of non-standard u	units an Review the lesson with	
V	like:	object measures varies depending upon the		
		non-standard unit used (example: why the		
	l'm	lengths using paperclips results in a higher		
	counting	measuring lengths with pencils).		
	_			
	one, what	Assessment: have learners to practice with	n more	
	is one	examples		

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Thursday	Sing songs	Selecting an appropriate non-standard unit for	Review the lesson with
	like:	measuring the length, height, distance around, capacity	Learners
		or mass (weight) of a given object, estimating the	
	l'm	length, capacity or mass (weight) in non-standard units,	
	counting	and then comparing the estimate with the actual	_
	one, what	measure	
		Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	Comparing and ordering objects by length, height,	Review the lesson with
	like:	distance around, capacity or mass (weight), using non-	Learners
		standard units, and describing the relative size of the	
	l'm	objects (Give learners a series of 3 objects.	
		Have them measure the objects using a non-standard	
	counting	unit and then arrange them from shortest to longest,	
	one, what	based on the results)	
	is one		
		Assessment: have learners to practice with more	
		examples	

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NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending:		Class size:			
Day:		Date:			
Period :		Lesson :			
Strand: Visual arts	Sub-stran	d : Planning, Making and Co	omposing		
Indicator (code)	B2 1.2.3.3		9		
Content standard (code)	B2 1.2.3.				
Performance Indicator	Learners can create own vi	sual artworks to express o	wn views, knowledge and		
	understanding of topical issu	ues in other Ghanaian comn	nunities		
Core Competencies: Crea Leadership Critical Thinkin	ntivity and Innovation Community and Problem Solving.	nication and Collaboration	Personal Development and		
Keywords		3 -			
T. L .R. (s)	Pictures				
Ref: Creative Art	ts curriculum				
DAY Phase 1:	Phase 2: Main		Phase 3:		
Starter	(new learning including asse	essment)	Plenary / Reflections		
(preparing					
the brain					
for					
learning)		doo face viewel cutwould	M/hat have we leavet		
Monday Engage learners to	Learners are to: 2 generate in that reflect topical issues in		What have we learnt today?		
sing songs	that reflect topical issues in	other parts of Ghana	touay:		
and recite	Assessment: let learners pro	duce own artworks by	Ask learners to		
familiar	drawing, doodling, spraying,	•	summarize the main		
rhymes	printing, lettering, patternm	<u>.</u>	points in the lesson		
Tilyines			points in the lesson		
	Learving knotting weaving s	EWING CUTTING TOIGING			
	carving, knotting, weaving, s construction and assembling	G, G,			

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Wednesda	Engage	Learners are to	What have we learnt
У	learners to	create artworks that reflect the topical issues (e.g. road	today?
	sing songs	safety campaigns, plastic waste problems) in other	
	and recite	communities in Ghana.	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners produce own artworks by	points in the lesson
		drawing, doodling, spraying, blowing, colouring,	
		printing, lettering, patternmaking, modelling, casting,	
		carving, knotting, weaving, sewing, cutting, folding,	
		construction and assembling using own sketches	
		developed from memory	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Ending:				Class size:			
Day:			D	Pate :			
Period:			L	esson :			
Strand: HUMANS AND THE Sub-			b-strand	: PERSONAL HYGIENE AND	SANITATION		
Indicator (co	ode)	B2. 5.1.1.2					
Content star	ndard (code)	B2. 5.1.1.					
Performance	e Indicator	Learners can know the	e need f	or keeping classrooms and	school compound clean		
		tivity and Innovation C ng and Problem Solving		cation and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	Science curi	riculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	ng asses	sment)	Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	their findings. • Learners tour the so it is a clean or dirty co	chool co ompound	oom and communicate mpound and tell whether	What have we learnt today? Ask learners to summarize the important points of the lesson		

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		the hiding places of mosquitoes, snakes, wall geckos	
		and to ensure good ventilation.	
		Assessment: let learners mention the need for keeping	
		classrooms clean	
Thursday	Engage	Learners discuss the need to keep the classroom and	What have we learnt
	learners to	school surroundings clean to avoid sickness, to destroy	today?
	sing songs	the hiding places of mosquitoes, snakes, wall geckos	Ask learners to
	and recite	and to ensure good ventilation.	summarize the
	familiar		important points of the
	rhymes	Assessment: let learners the need for keeping school	lesson
		compound clean	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : Europeans in Ghana Sub-stra			Sub-stran	d: International Trade Includ	ling Slave Trade	
Indicator (co	ode)	B2.3.2.1.1				
Content star	ndard (code)	B2.3.2.1.				
Performance	e Indicator	Learners can desc	cribe how	early trade was carried out	between Ghanaians and	
		Europeans				
		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding ass	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	_ =	=	vith real items or pictures of	What have we learnt	
	learners to	,	•	eans such as Gin, Gun, Gun	today?	
	sing songs	Ivory, Gold	TODACCO, I	ron Bars, Elephant tusks,		
	and recite	ivory, dola			Ask learners to	
	familiar	Role play the bart	er trade in	those items	summarize the main	
	rhymes	, ,			points in the lesson	
		Assessment: let le	earners			
				by the Europeans		

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	What		
	items were		
	traded?		
Thursday	Engage	Organise learning corners with real items or pictures of	What have we learnt
	learners to	items brought by the Europeans such as Gin, Gun, Gun	today?
	sing songs	Powder, Textiles, Tobacco, Iron Bars, Elephant tusks,	
	and recite	Ivory, Gold	Ask learners to
	familiar		summarize the main
	rhymes	Role play the barter trade in those items	points in the lesson
	What	Assessment: let learners	
	items were		
	traded?	mention items or brought by the Europeans	
	l'adcu:		

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :			Le	sson :	
Strand : MY	GLOBAL COM	IMUNITY S	Sub-strand :	Our Neighbouring Countr	ies
Indicator (co	ode)	B2.5.1.1. 1.			
Content star	ndard (code)	B2.5.1.1.			
Performance	e Indicator	Learners can menti	ion Ghana's	neighbours and locate the	em on a map
Leadership (tivity and Innovationing and Problem Solv		ation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curricul	um Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	iding assessi	ment)	Plenary / Reflections
((preparing the brain				
	for				
	learning)				
Tuesday	Engage	Learners locate Gh	ana's neighb	ours on a map of West	What have we learnt
	learners to	Africa using the ide	ea of the card	dinal points	today?
	sing songs and recite familiar rhymes	Assessment: let lea and locate them or		on Ghana's neighbours	Ask learners to summarize the main points in the lesson

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Thursday	Engage	Learners compose a song/rhyme on Ghana and her	What have we learnt
- Transday		, ,	
	learners to	neighbours	today?
	sing songs		
	and recite	Assessment: let learners mention Ghana's neighbours	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson

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NANA FIIFI ACQUAH		
	······	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g:				Class size:	
Day:			I	Dat	e :	
Period :			l	Less	son:	
Strand: PHY	SICAL FITNES	S CONCEPTS,	Sub-strand	: H	EALTHY DIET	
PRINCIPLES A	AND STRATEG	SIES			~ (\	
Indicator (co	ode)	B2.4.2.4.1:				
Content star	ndard (code)	B2.4.2.4.				J
Performance	e Indicator	Learners can sort	food into di	iffe	rent groups	
		tivity and Innovationg and Problem Sol		iicat	ion and Collaboration P	ersonal Development and
Keywords					7),	
T. L .R. (s)		Cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding asses	ssm	ent)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcate d area in files while singing and clapping to warm-up the body for		oups as hom	ne v		What have we learnt today? Use answers to summarise the lesson.

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	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending	g:			Class size:	
Day:			Da	te:	
Period :			Les	sson :	
Strand : The	Family and th	ne Community Sub-st	rand :	Roles and Relationships	
Indicator (co	ode)	B2. 4.1.1.3:			
Content star	ndard (code)	B2. 4.1.1.			
Performance	e Indicator	Learners can describe fa and their parents.	ctors t	hat promote good relation	onships between children
-		tivity and Innovation Comng and Problem Solving.	munica	ation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	RME curricu	ulum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing	(new learning including	ıssessı	ment)	Plenary / Reflections
	the brain				
	for				
	learning)				
Friday	Engage	Lead learners to talk abo	ut goo	d relationships.	What have we learnt
	learners to	• Let learners talk about	things	that promote good	today?
	sing songs	relationships: comportm	ent, re	spect, love, obedience,	
	and recite	humility, friendliness, etc			Ask learners to
	familiar	• Let learners identify the	eir frie	nds and say things they	summarize the main
	rhymes	like about them			points in the lesson
		Assessment: let learners	descril	pe factors that promote	
		good relationships betwe	en chi	ldren and their parents	

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	•	LESSON PLAI

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

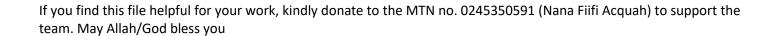
Week Endin	g:			Class size:	
Day:			Da	nte:	
Period :			Le	sson:	
Strand : Rea	iding		Sub-strand:	Comprehension	
Indicator (co	ode)	B2.2.6.1.4.	B2.2.6.	1.5	
Content sta	ndard (code)	B2.2.6.1.	B2.2.6.2	4	
Performanc	e Indicator	• Th	ne learner sho	uld explain simple vocabu	lary.
		• Th	e learner sho	uld answer simple questio	ns.
		ng and Problem Sol			ersonal Development and
T. L .R. (s)		Manila cards, ma	rkers, recorde	d audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding assess	ment)	Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	written on it. • Pick the cards a ask them to ment	k the cards and t random and tion the words	d mention the words show it to learners and	What have we learnt today? Review the lesson with learners

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		Assessment: let learners explain simple vocabulary	
	Engage leaners to sing songs and recite familiar rhymes	 Read the first paragraph of a short passage to learners aloud. Pause and ask them questions based on the paragraph read. Continue reading and asking questions intermittently until the whole passage is read. 	What have we learnt today? Review the lesson with learners
		Assessment: let learners answer simple questions.	
	Engage leaners to sing songs and recite	Pause and ask them questions based on the paragraph read.	What have we learnt today?
	familiar rhymes	 Continue reading and asking questions intermittently until the whole passage is read. 	Review the lesson with learners
		Assessment: let learners answer simple questions.	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:			Class size:		
Day:		Da	te:		
Period :			son:		
Strand :	Sub-st				
A. Oral Language			ing Comprehensio	on	
B. Reading	B.		Comprehension		
C. Writing	C.		g Simple Words a		
D. Using Writing Con			Simple and Comp		
E. Extensive Reading	E.	Buildi	ng The Love and C	ulture of Reading	3
Indicator (code)	B2.1.7.1.4. B2.2.7	2.4.	B2.4.5.1.3.	B2.5.9.1.2	B2.6.1.1.1
Content standard (code)	B2.1.7.1. B2.2.7	2.	B2.4.5.1.	B2.5.9.1.	B2.6.1.1.
Core Competencies: Crea Leadership Critical Thinkin	opinion. D. Learners can ider E. Learners can rea from print and notivity and Innovation Com	d level-a raw a p ntify no nd a van on-print	appropriate texts poicture and write uns and verbs in seriety of age and less	with little suppor at least a sente imple sentences. evel-appropriate	rt. nce to share an books and texts
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class					
		library.					
Ref:	English Language curriculum Page						
DAY	Phase 1: Starter	Phase 2: Main	Phase 3: Plenary / Reflections				
	(preparing the brain for	(new learning including assessment)	Pieriary / Reflections				
	learning)						
Monday	Engage	A. ORAL LANGAUGE	What have we learnt				
	learners to	Read an information text aloud to learners, using the	today?				
	sing songs	KWL Strategy.					
	and recite	– KWL Strategy:	Ask learners to				
	familiar	Before reading, have learners think-pair-share and talk	summarize the main				
	rhymes	about what they already know(K) about the title of the text. Have learners ask questions about what they want to know (W). While you read the text, pause often to	points in the lesson				
		give the children the chance to share what they have learned or answer the questions they have asked before reading.					
		After the reading, have learners share what they have learned.					
		Put learners in groups to share facts from the text					
	^	heard					
		Assessment: let learners share facts from texts heard					
		with a partner, groups or the teacher.					
Tuesday	Engage	<u>B. READING</u>	What have we learnt				
	learners to	Have learners read different texts with little support	today?				
	sing songs	from teacher. Gradually, scaffold to help learners read					
	and recite	independently	Ask learners to				
	familiar		summarize the main				
	rhymes	Assessment: let learners read level-appropriate texts with little support	points in the lesson				
Wednesday		<u>C. WRITING</u>	What have we learnt				
	learners to	Show pictures of 'smiley/images on your phone or	today?				
	sing songs	card', e.g. smiling, angry, indifferent or frightened faces,	A al I a a				
	and recite	etc.	Ask learners to				
	familiar rhymes	Let learners study the pictures and interpret them.Let learners, in pairs, discuss their opinions.	summarize the mair points in the lesson				

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		The learner's opinion is very important and whatever interpretation learners give must be accepted	
		Assessment: let learners draw a picture and write at least a sentence to share an opinion.	
Thursday	Engage learners to sing songs and recite familiar rhymes	D. WRITING CONVENTIONS AND GRAMMAR USAGE • Use questions and samples to 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.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners identify nouns and verbs in simple sentences	
Friday	Engage learners to sing songs	 E. EXTENSIVE READING Using book tease or book talk, introduce the reading/ library time. 	What have we learnt today?
	and recite familiar rhymes	 Have a variety of age appropriate books for learners to make a choice from. Introduce picture or wordless books, pop-up and flip- 	Ask learners to summarize the main points in the lesson

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• Encourage them to read individually and in pairs, and

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

the-page texts to learners.

provide support and encouragement.

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending:				Class size:	
Day:		Dat	se :		
Period:					
Strand : GEOMETRY AND MEASUREMENT Sub-s			nd : N	Measurement- Length, Ca	pacity, Mass and Time
Indicator (code) B2		B2.3.3.1.2 B2.3.3	52.3.3.1.2 B2.3.3.2.1		
Content star	ndard (code)	B2.3.3.1. B2.3.3	3.2.		
Performance Indicator		comparing three or r	nore	e items	asuring as a process of unit of measurement of
		tivity and Innovation Commung and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L.R. (s) Counters					
Ref:	Mathematic	s curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including asso	essm	nent)	Phase 3: Plenary / Reflections

NANA FIIFI ACO Monday	Sing songs	Learners bring together several collection of objects in	Review the lesson with
,	like:	their environment and compare (directly and	Learners
		indirectly) using words such as smaller, smallest, longer,	
	l'm	longest, bigger, biggest, heavier, heaviest etc.	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Tuesday	Sing songs	Learners bring together several collection of objects in	Review the lesson with
racsaay	like:	their environment and compare (directly and	Learners
		indirectly) using words such as smaller, smallest, longer,	
	l'm	longest, bigger, biggest, heavier, heaviest etc.	
	counting	iongest, sigger, siggest, nearlest real	
	one, what	Assessment: have learners to practice with more	
	is one	examples	
	13 0116	Champies	
Wednesda	Sing songs	Mark a learner's height on the wall and ask 4 learners	Review the lesson with
у	like:	to use their hands pan to measure the height. On the	Learners
,		basis of the different measures that would be obtained,	
	l'm	get learners to establish the need for use of standard	
	counting	units	
	one,		
		Assessment: have learners to practice with more	
Thursday	Sing songs	examples Estimate the measure in non-standard units, and then	Review the lesson with
iliuisuay	like:	comparing the estimate with the actual measure. E.g.	Learners
	like.	Bring two learners of different heights to the front of	Learners
	l'm	the class, take the height of one pupil. On the basis of	
	counting	that height ask a pupil to estimate the height of the	
	one, what	other pupil and then measure the actual height to	
	is one	compare with their estimation	
	1 - One is	compare with their estimation	
	one alone,	Assessment: have learners to practice with more	
	alone it	examples	
Friday	Sing songs	Estimate the measure in non-standard units, and then	Review the lesson with
	like:	comparing the estimate with the actual measure. E.g.	Learners
	l'm	Bring two learners of different heights to the front of	2
	counting	the class, take the height of one pupil. On the basis of	
	one, what	that height ask a pupil to estimate the height of the	
	is one	other pupil and then measure the actual height to	
	.5 5116	compare with their estimatio	
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	Assessment: have learners to practice with m examples	iore
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending:			1	Class size:		
Day:			Da	Date:		
Period :		Les	Lesson:			
Strand : PER	FORMING AR	TS Sub-s	trand :	Planning, Making and Cor	nposing	
Indicator (co	ode)	B2 2.2.3.3				
Content star	ndard (code)	B2 2.2.3.				
Performance	e Indicator	Learners can create per	rformin	g artworks to express ow	n views, knowledge and	
		understanding of topica	l issues	in other Ghanaian comm	unities	
=		tivity and Innovation Com	nmunica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	assessr	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Monday	Engage	learners are to:			What have we learnt	
	learners to	select ideas from topi	cal issue	es in Ghana to create	today?	
	sing songs	own music, dance, dram	na, story	or poem;		
	and recite				Ask learners to	
	familiar	Assessment: let learners	s produc	e own music, dance and	summarize the main	
	rhymes	drama by arranging, con	nposing	, performing, reciting,	points in the lesson	
		dialoguing, dancing, sing	ging, act	ing, conducting,		
		imitating, drumming, ro	le-playiı	ng, etc		

Wednesda	Engage	learners are to:	What have we learnt
У	learners to sing songs	perform own music, dance and drama that reflect topical issues of concern in other parts of Ghana.	today?
	and recite familiar rhymes	Assessment: let learners produce own music, dance and drama by arranging, composing, performing, reciting, dialoguing, dancing, singing, acting, conducting, imitating, drumming, role-playing, etc	Ask learners to summarize the main points in the lesson

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NANA FIIFI ACQUAH		
	·	LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Ending:				Class size:		
Day:			Dat	Date:		
Period :			Les	son :		
Strand : HUI ENVIRONME	MANS AND TH	HE Sub	o-strand : [DISEASES		
Indicator (co	ode)	B2.5.2.1.2				
Content star	ndard (code)	B2.5.2.1.				
Performance	e Indicator	Learners can name sor	me comm	on water-borne diseases	and their prevention	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.				ersonal Development and		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page	culum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning includin	ng assessm	nent)	Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	 In groups, learners of and clean water. Show pictures or vid diarrhoea, cholera, and Ask learners to ident or clean), is likely to condiseases. 	leos of peo d typhoid. tify which	pple suffering from	What have we learnt today? Ask learners to summarize the important points of the lesson	

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		• Let learners discuss how they will prevent themselves	
		from contracting water-borne diseases (boiling water,	
		filtering water, etc.).	
		Assessment: let learners name some common water-	
		borne diseases	
Thursday	Engage	Let learners discuss how they will prevent themselves	What have we learnt
	learners to	from contracting water-borne diseases (boiling water,	today?
	sing songs	filtering water, etc.).	Ask learners to
	and recite	• Let learners create posters, compose songs or rhymes	summarize the
	familiar	on how to prevent water- borne diseases.	important points of the
	rhymes		lesson
		Assessment: let learners name some common water-	
		borne diseases and their prevention	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Chuomal . From	anaana in Cha		Code atmosp	d . International Tanda Inclu	ding Clave Trade
Stranu : Euro	opeans in Gha	dild	Sub-strane	d: International Trade Inclu	uing Slave Trade
Indicator (co	ode)	B2.3.2.1.1			
Content star	ndard (code)	B2.3.2.1.			
Performance	e Indicator	Learners can desc	cribe how	early trade was carried out	between Ghanaians and
		Europeans			
_		3		nication and Collaboration P	ersonal Development and
Leadership (Critical Thinkin	ng and Problem Sol	ving.		
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
					Ţ
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding asse	ssment)	Plenary / Reflections
((preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage		•	ntries with the items they	What have we learnt
	learners to	e.g. the Dutch and	•	of everyday Ghanaian life:	today?
	sing songs	e.g. the Dutch and	ı wax priirt	5	
	and recite				Ask learners to
	familiar				summarize the main
	rhymes	Assessment: let le	arners ider	ntify countries with the	points in the lesson
				ained part of everyday	
	How did	Ghanaian life		. , ,	
	the				

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	method of		
	trade		
	change		
	with time?		
Thursday	Engage	Use internet to identify countries with the items they	What have we learnt
	learners to	brought that remained part of everyday Ghanaian life:	today?
	sing songs	e.g. the Dutch and wax prints	
	and recite		Ask learners to
	familiar	Assessment: let learners identify countries with the	summarize the main
	rhymes	items they brought that remained part of everyday	points in the lesson
		Ghanaian life	
	How did		
	the		
	method of		

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trade change with time?

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Endin	g:			Class size:		
Day:			Dat	e :		
Period :			Les	son :		
Strand : MY	GLOBAL COM	IMUNITY Sub-	Sub-strand: Our Neighbouring Countries			
Indicator (co	ode)	B2.5.1.1. 1.				
Content star	ndard (code)	B2.5.1.1.				
Performance	e Indicator	Learners can mention	Ghana's n	eighbours and locate the	em on a map.	
Leadership (tivity and Innovation Cong and Problem Solving.		tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curriculum	Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	g assessn	nent)	Plenary / Reflections	
•	(preparing the brain					
	for					
	learning)					
Tuesday	Engage	Learners locate Ghana's neighbours on a map of West		What have we learnt		
	learners to	Africa using the idea o	f the card	nal points	today?	
	sing songs					
	and recite				Ask learners to	
	familiar	Assessment: Let learn	ers menti	on Ghana's neighbours	summarize the main	
	rhymes				points in the lesson	

147 (147 (1 111 1 7 (
Thursday	Engage	Learners compose a song/rhyme on Ghana and her	What have we learnt
	learners to	neighbours	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: Let learners mention Ghana's neighbours	summarize the main
	rhymes	and locate them on a map	points in the lesson

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Ending	g:				Class size:	
Day:				Date :		
Period :				Less	son:	
Strand: PHY	SICAL FITNES	S CONCEPTS,	Sub-strand	d : S	AFETY AND INJURIES	
PRINCIPLES A	AND STRATEG	GIES				
Indicator (co	ode)	B2.4.3.4.1:			, ,	
Content star	ndard (code)	B2.4.3.4.				_
Performance	e Indicator	Learners can expla	ain why it	is s	afer to stretch a warm r	nuscle rather than a cold
		tivity and Innovationg and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords					2	
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	ssm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners	·			uscles are elastic and	What have we learnt
		can stretch with less damage as cool muscles in physica		cool muscles in physical	today?	
	demarcate	activity				
	d area in					Use answers to
	files while					summarise the lesson.
	singing and					
	clapping to					
	warm-up					
	the body					
	for					

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NANA FIIFI ACC	maximal		
	performan		
	ce and to		
	prevent		
	injuries		
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending:			Class size:			
Day:			Date :			
Period :				Less	on:	
Strand : The	Family and tl	e Community Sub-strand : Roles and Relationships				
Indicator (co	ode)	B2. 4.1.1.3:				
Content star	ndard (code)	B2. 4.1.1.				
Performance	e Indicator	Learners can descri and their parents.	ibe facto	rs th	at promote good relation	onships between children
-		tivity and Innovation ng and Problem Solvii		nicat	ion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page	lum Page			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections	
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners dramatise behaviours that show good relationships Assessment: let learners describe factors that promote good relationships between children and their parents		What have we learnt today? Ask learners to summarize the main points in the lesson		

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Endin	g:			Class size:	
Day :				Date:	
Period :				Lesson:	
Strand : Rea	ding		Sub-strar	nd : Silent Reading Fluency	
Indicator (co	ode)	B2.2.7.1.1	B2.2.8.1.0	1	
Content star	ndard (code)	B2.2.7.1.	B2.2.8.1.		
 The learner should read four to five sentences consisting of eight to words The learner should read aloud words and sentences of about four to words using correct pronunciation. 			ices of about four to five		
		tivity and Innovations and Problem So		nication and Collaboration I	Personal Development and
Reymonds					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning including ass		essment)	Phase 3: Plenary / Reflections
	for learning)				
	Engage leaners to sing songs and recite familiar rhymes	sentences.	•	consisting of four to five sentences in the story	What have we learnt today?

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		 Call learners to read the sentences on individual bases. Let learners tell what they understand from what they have read. 	Review the lesson with learners
		Assessment: let learners read four to five sentences consisting of eight to ten words	
	Engage leaners to sing songs and recite familiar rhymes	 Share Readers or reading books with sentences of four to five words to learners. Let learners scan through the book to look for new vocabulary. Lead learners to mention the words. Lead the class to read and call learners to read as well using correct pronunciation. Assessment: let learners read aloud words and sentences of about four to five words using correct pronunciation.	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar	 Share Readers or reading books with sentences of four to five words to learners. Let learners scan through the book to look for new vocabulary. Lead learners to mention the words. 	What have we learnt today? Review the lesson with

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Assessment: let learners read aloud words and sentences of about four to five words using correct

• Lead the class to read and call learners to read as well

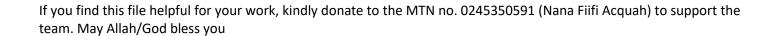
using correct pronunciation.

pronunciation.

learners

rhymes

TERM THREE BASIC TWO WEEK 7



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	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:			Class size:		
Day:			te:		
Period :		Les	sson:		
Strand:		Sub-strand:			
A. Oral Language		A. Giving	g and Responding	to Commands, Ins	structions,
		Direct	tions and Making F	Requests	
B. Reading		B. Comp	orehension		
C. Writing		C. Contr	olled Writing		
D. Using Writing Con	ventions	D. Using	Simple and Comp	ound Sentences	
E. Extensive Reading		E. Buildi	ing The Love and C	ulture of Reading	
Indicator (code)	B2.1.9.1.3 B	2.2.7.2.5	B2.4.7.2.1.	B2.5.9.1.2	B2.6.1.1.1
Content standard(code)	B2.1.9.1. B	2.2.7.2.	B2.4.7.2.	B2.5.9.1	B2.6.1.1.
Performance Indicator	A. Learners ca	n respond to	commands, instru	uctions and reque	ests.
	B. Learners ca	n use visualis	sation strategy (for	m mental images	about texts) to
	enhance ur	nderstanding	of level-appropria	te texts.	
	C. Learners ca	an re-arrang	e jumbled sentend	es logically.	
	D. Learners ca	n identify no	ouns and verbs in s	imple sentences.	
	E. Learners ca	an read a vai	riety of age and le	vel-appropriate b	ooks and texts
	from print	and non-prin	t		
Core Competencies: Creativity and Innovation Communication and Collaboration			ation Personal De	velopment	
and Leadership Critical Th	inking and Problem	Solving.			
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a			
		class library.			
Ref:	English Lang	guage curriculum Page			
DAY	Phase 1: Starter	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
	(preparing the brain for				
	learning)				
Monday	Engage learners to	A. ORAL LANGAUGE • Introduce instructions by having learners respond to	What have we learnt today?		
	sing songs	typical classroom instructions.			
	and recite	Create situations for learners to practise giving and	Ask learners to		
	familiar	responding to instruction.	summarize the main		
	rhymes	Let learners role-play parents, teachers, prefects,	points in the lesson		
		learners giving and responding to instructions, etc.			
		e.g.			
		Instruction:			
		1. Draw a circle in a square.			
		2. Write the letter "A" in the circle.			
		Response:			
		A			
		Assessment: let learners respond to commands,			
		instructions and requests			
Tuesday	Engage	B. READING	What have we learnt		
	learners to	Model using visualisation strategy to construct	today?		
	sing songs	meaning from a text.	A al. I a a		
	and recite familiar	Through appropriate questions, guide learners to practice using visualisation strategy to construct.	Ask learners to summarize the main		
	rhymes	practise using visualisation strategy to construct meaning from texts.	points in the lesson		
		Assessment: let learners construct meaning from texts			

Wednesda	Engage	<u>C. WRITING</u>	What have we learnt
у	learners to	Tell/Read an interesting story to learners.	today?
•	sing songs	Let them retell the story.	
	and recite	Jumble up the sentences making up the story and ask	Ask learners to
	familiar	learners to re-arrange them.	summarize the main
	rhymes		points in the lesson
		Assessment: let learners re-arrange jumbled sentences logically.	
Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Use questions and samples to learners to identify	today?
	sing songs	nouns and verbs in the structure of simple sentences.	
	and recite	e.g.	Ask learners to
	familiar	i. Ofori danced. (Who danced? What did Ofori do?)	summarize the main
	rhymes	ii. Ama laughed.	points in the lesson
		Assessment: let learners identify nouns and verbs in simple sentences	
Friday	Engage	E. EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	,
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	'
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		provide support and encounagement.	
		Assessment: let learners read a variety of age and	
		level-appropriate books and texts from print and non-	
		print	
		Print	

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	·	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending	g:			Class size:	
Day : Period :				Date :	
)\
Strand : GEC	METRY AND	MEASUREMENT	Sub-stran	nd: Measurement- Length, Ca	apacity, Mass and Time
Indicator (co	ode)	B2.3.3.3.1			
Content star	ndard (code)	B2.3.3.3.			
Performance	e Indicator	Learners can read	d the calend	dar and solve problems involv	ring the number of days in
		a week and numl	per of mon	ths in a year.	
=		tivity and Innovati ng and Problem So		nication and Collaboration Pe	ersonal Development and
Keywords		4///			
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Pag	e		
DAY	Phase 1:	Phase 2: Main			Phase 3:
Starter (new learning including ass		luding ass	essment)	Plenary / Reflections	
	(preparing				
	the brain				
	for learning)				
Monday		Using the caleng	tar to do th	ne following: - Identify or	Review the lesson with
ivioliuay	Sing songs like:			id the month of the year for	Learners
	iii.C.	a given calendar		id the month of the year for	Learners
		a processing	aate.		

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	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what	Using the calendar to do the following: - Identify the day (or month) that comes before or after a given day (or month) Assessment: have learners to practice with more	Review the lesson with Learners
Wednesda Y	is Sing songs like: I'm counting one, what is one	examples Using the calendar to do the following: - Name, order and count the days in a week and the months in a year, Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone,	. Ask learners to say the rhyme "Thirty-days has September" 30 days has September, April, June, and November. All the rest have 31, Except for February alone, which has 28 days clear, and 29 in each leap year. Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Ask learners to say the rhyme "Thirty-days has September" 30 days has September, April, June, and November. All the rest have 31, Except for February alone, which has 28 days clear, and 29 in each leap year. Assessment: have learners to practice with more examples	Review the lesson with Learners

NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :			Les	sson :	
Strand : VISUAL ARTS Sub-strait			b-strand:	Displaying and Sharing	
Indicator (co	ode)	B2 1.3.4.3			
Content star	ndard (code)	B2 1.3.4.	•		
Performance	e Indicator	Learners can plan a	display of	own visual artworks to sl	hare creative experiences
		based on ideas that r	eflect topi	cal issues in other Ghanai	an communities
		tivity and Innovation (ng and Problem Solvin		ntion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includi	ing assessr	nent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Monday	Engage	Learners are to: 12 tal	k about ho	w to display artworks	What have we learnt
	learners to	(e.g. by hanging and	spreading)		today?
	sing songs				
	and recite	identify and prepare	a venue, s	elect and group artwork	Ask learners to
	familiar				summarize the main
	rhymes	Assessment: let learr	ners display	their own visual	points in the lesson
		artworks to share cre	eative expe	riences based on ideas	
		that reflect topical is	sues in oth	er Ghanaian	
		communities			

Wednesda	Engage	Learners are to:	What have we learnt
у	learners to	plan the arrangement of own artworks to share ideas,	today?
	sing songs	educate and inform the public on topical issues	
	and recite	experienced in other parts of Ghana.	Ask learners to
	familiar	A to all the second display that are a second	summarize the main
	rhymes	Assessment: let learners display their own visual artworks to share creative experiences based on ideas	points in the lesson
		that reflect topical issues in other Ghanaian	
		communities	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : HUMANS AND THE Sub-stra ENVIRONMENT			ub-stran	d : DISEASES	
Indicator (code) B2.5.3.1.1					
Content star	ndard (code)	B2.5.3.1.			
Performance	e Indicator	·			
•		tivity and Innovation ng and Problem Solvi		nication and Collaboration Po	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	 Prior to the lesson, give learners an assignment to investigate how people communicated, travelled, sought medical care, etc. in the olden days (in the absence of modern-day technological inventions). Engage learners to communicate their findings based on the investigations. 		What have we learnt today? Ask learners to summarize the important points of the lesson	

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		• Learners name some technological devices they see in	
		the school, at home, in the market places, hospitals,	
		mosque, churches, bus stations, airport, etc.	
		Present some products of technology that can be	
		seen in the community to learners, e.g. mobile phones,	
		computers, school bag, sewing machines and fan.	
		Facilitate a session where learners operate some	
		common devices such as mobile phones, laptops, toy	
		cars, etc.	
		• Let learners brainstorm to find out what will happen if	
		there were no modern technological devices in the	
		community.	
		Assessment: let learners identify the technological	
		devices used in the community	
Thursday	Engage	• Let learners brainstorm to find out what will happen if	What have we learnt
	learners to	there were no modern technological devices in the	today?
	sing songs	community.	Ask learners to
	and recite	Ask learners to draw a technological device that will	summarize the
	familiar	improve their communities in future	important points of the
	rhymes		lesson
		Assessment: let learners identify the technological	
		devices used in the community and describe their	
		impact	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Ending:				Class si	ze:
Day:			Date :		
Period :			Lesson	:	
Strand: Europeans in Ghana			Sub-strand : Int	ernation	nal Trade Including Slave Trade
Indicator (code)		B2.3.2.	1.1		
Content standa	rd (code)	B2.3.2.	1.		
Performance In	dicator		rs can describe h ans and Europea		y trade was carried out between
-	cies: Creativity and Innovatical Thinking and Problem S		munication and (Collabor	ation Personal Development and
Keywords			1		
T. L .R. (s)		Picture	S		
Ref:	History cur	riculum	Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2 (new le assessn	earning including		Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What towns emerged out of the trade between Ghanaians and Europeans?	on the Europe Ghanai Assessr mentio emerge	ment: let learners n the towns that ed on the coast as of European trade	of S s a	What have we learnt today? Ask learners to summarize the main points in the lesson

learners to ngs and recite rhymes	Name the towns that emerged on the coast as a result of European trade with Ghanaians.	What have we learnt today? Ask learners to summarize the main points in the lesson
rhymes	European trade with	
,	•	
,	Ghanaians.	main noints in the lesson
		main points in the lesson
owns emerged he trade n Ghanaians opeans?	Assessment: let learners mention the towns that emerged on the coast as a result of European trade with	
		emerged on the coast as a

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	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Ending:			Class size:			
Day:			Date:			
Period:				son :		
Strand : MY	GLOBAL COM	IMUNITY Sub-strai	nd : I	ntroduction to Computin	g	
Indicator (co	ode)	B2.5.2.1.1.				
Content star	ndard (code)	B2.5.2.1.				
Performance		Learners can identify the lef and double clicking.				
		tivity and Innovation Commung and Problem Solving.	inica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curriculum Pag	9			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including ass	essm	nent)	Plenary / Reflections	
Tuesday	Engage	Guide learners to identify the	ne pa	erts of a mouse.	What have we learnt	
	learners to	Learners point out parts of			today?	
	sing songs	name of the parts pointed				
	and recite				Ask learners to	
	familiar	Learners demonstrate how	to us	se the mouse e.g. the	summarize the main	
	rhymes	left button and perform singame exercise.		_	points in the lesson	
	1				İ	

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		Assessment: Let learners identify the left, right mouse	
		buttons	
Thursday	Engage	Learners demonstrate how to use the mouse e.g. the	What have we learnt
	learners to	left button and perform single and double clicks in a	today?
	sing songs	game exercise.	
	and recite		Ask learners to
	familiar	Assessment: Let learners use the mouse to perform	summarize the main
	rhymes	single and double clicking.	points in the lesson

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NANA FIIFI ACQUAH		
	······	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Ending	;:				Class size:		
Day:				Dat	e:		
Period :				Less	son:		
Strand: PHYS	SICAL FITNES	S CONCEPTS,	Sub-stran	d : S	UBSTANCES		
PRINCIPLES A	ND STRATEG	SIES					
Indicator (cod	de)	B2.4.4.4.1:			,		
Content stan	dard (code)	B2.4.4.4.				7	
Performance	Indicator	Learners can class	ify PE equ	ipme	ent into new and old		
		tivity and Innovationg and Problem Solv		nica	tion and Collaboration F	ersonal Development and	
Keywords					7,		
T. L .R. (s)		cones	cones				
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding ass	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)	Div. Dr			P11-l-l-	NAME of the control of the control	
	Learners				avelin, etc. on a table	What have we learnt	
	jog round a	_			into new and old by	today?	
	demarcate d area in	their appearance	anu usage			Lice anguers to	
						Use answers to	
	files while singing and					summarise the lesson.	
	0 0						
	clapping to						
	warm-up the body						

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NANA FIIFI ACC	maximal		
	performan		
	ce and to		
	prevent		
	injuries		
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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Endin	g:				Class size:	
Day:				Date	·:	
Period :			1	Less	on:	
Strand : Fan	nily and the Co	ommunity Si	ub-stranc	d : Po	ersonal Safety in the Co	mmunity
Indicator (co	ode)	B2. 4.2.1.1:			6/	
Content sta	ndard (code)	B2. 4.2.1.				
Performanc	e Indicator	Learners can descr	ibe ways	of	promoting personal h	ygiene and safety in the
		community.				
=		tivity and Innovation ng and Problem Solvir		nicat	ion and Collaboration P	ersonal Development and
Keywords					7/	
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includ	ding asse	ssm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Engage	Have learners ment	tion thing	gs th	ey need in promoting	What have we learnt
	learners to	personal hygiene pr	actices: v	wate	r, soap, tooth brush	today?
	sing songs	and tooth paste, nai	il cutter, e	etc.		
	and recite	• Let learners talk al	bout thin	ıgs tl	ney do to show	Ask learners to
	familiar	personal hygiene pr	actices: b	oathi	ng twice a day,	summarize the main
	rhymes	brushing of the teet	th, at leas	st, tw	rice daily, washing of	points in the lesson
		clothes regularly, wa	ashing of	han	ds regularly, etc.	
		Assessment: let lear personal hygiene	rners desc	cribe	ways of promoting	

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 Date :

NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Endin	g:			Class size:	
Day :				Date :	
Period :				Lesson:	
Strand : Wri	ting	F		d: Writing Simple Words/ Na oper Nouns) Labelling Items n	
Indicator (co	ode)	B2.3.3.2.1			
Content star	ndard (code)	B2.3.3.2.			
Performance	e Indicator	The learner should	d label and	l mention items in the classr	oom and in the school.
		tivity and Innovation ng and Problem Solv		nication and Collaboration Pe	ersonal Development and
Keywords				5	
T. L .R. (s)		Manila cards, mark	kers, recor	ded audios visual	
Ref:	Ghanaian La	anguage curriculum	1		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	iding asse	ssment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	card. • Let learners use the items into thos school.	their know se found in label and r	me and school on a manila rledge on sorting to sort the home and in the mention items in the	What have we learnt today? Review the lesson with learners

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		Point to some items in the class and let learners	
		mention the names and draw and label them.	
	Engage leaners to sing songs and recite familiar rhymes	Assessment: let learners label and mention items in the classroom and in the school. • Draw some items in the home and school on a manila card. • Let learners use their knowledge on sorting to sort the items into those found in the home and in the school. • Lead learners to label and mention items in the classroom and in the school. • Point to some items in the class and let learners mention the names and draw and label them.	What have we learnt today? Review the lesson with learners
		Assessment: let learners label and mention items in the classroom and in the school.	
	Engage leaners to sing songs and recite	 Draw some items in the home and school on a manila card. Let learners use their knowledge on sorting to sort the items into those found in the home and in the 	What have we learnt today?
	familiar rhymes	school. • Lead learners to label and mention items in the classroom and in the school.	Review the lesson with learners

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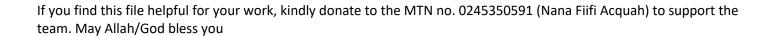
Assessment: let learners label and mention items in the

• Point to some items in the class and let learners

mention the names and draw and label them.

classroom and in the school.

TERM THREE BASIC TWO WEEK 8



NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:			Class size:		
Day:		Dat			
Period :			son:	7	
Strand:	Sub-strar	nd :	/////		
A. Oral Language	A. Gi	iving	and Respondir	ng to Command	s, Instructions,
	Di	irecti	ions and Makin	g Requests	
B. Reading	B. Co	ompr	rehension		
C. Writing	C. Co	ontro	olled Writing		
D. Using Writing Con	ventions D. U.	sing S	Simple and Con	npound Senten	ces
E. Extensive Reading	E. Bu	uildir	ng The Love and	d Culture of Rea	ding
Indicator (code)	B2.1.9.1.3 B2.2.7.2.5		B2.4.7.2.1.	B2.5.9.1.2	B2.6.1.1.1
Content standard (code)	B2.1.9.1. B2.2.7.2.		B2.4.7.2.	B2.5.9.1.	B2.6.1.1.
Core Competencies: Crea Leadership Critical Thinkin	A. Learners can respon B. Learners can use vision enhance understance C. Learners can re-arr D. Learners can identify E. Learners can read a from print and non-partivity and Innovation Communing and Problem Solving.	ualisa ding d ange y nou a var print	ation strategy (of level-approp e jumbled sente uns and verbs in iety of age and	form mental im riate texts. ences logically. n simple senten I level-appropri	ces. ate books and texts
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref: English Lan		guage curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE • Introduce instructions by having learners respond to typical classroom instructions. • Create situations for learners to practise giving and responding to instruction. • Let learners role-play parents, teachers, prefects, learners giving and responding to instructions, etc. e. g. Instruction: 1. Draw a circle in a square. 2. Write the letter "A" in the circle. Response: Assessment: let learners respond to commands, instructions and requests	What have we learnt today? Ask learners to summarize the main points in the lesson		
Tuesday	Engage learners to sing songs and recite familiar rhymes	B. READING Model using visualisation strategy to construct meaning from a text. Through appropriate questions, guide learners to practise using visualisation strategy to construct meaning from texts.	What have we learnt today? Ask learners to summarize the main points in the lesson		
		Assessment: let learners construct meaning from texts			

Wednesday		C. WRITING	What have we learnt
ŕ	learners to	Tell/Read an interesting story to learners.	today?
	sing songs	Let them retell the story.	
	and recite	Jumble up the sentences making up the story and ask	Ask learners to
	familiar	learners to re-arrange them.	summarize the main
	rhymes		points in the lesson
		Assessment: let learners re-arrange jumbled sentences logically	
Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
·	learners to	Use questions and samples to learners to identify	today?
	sing songs	nouns and verbs in the structure of simple sentences.	
	and recite	e. g.	Ask learners to
	familiar	i. Ofori danced. (Who danced? What did Ofori do?)	summarize the main
	rhymes	ii. Ama laughed.	points in the lesson
		Assessment: let learners identify nouns and verbs in simple sentences	
Friday	Engage	E. EXTENSIVE READING	What have we learnt
	learners to	 Using book tease or book talk, introduce the reading/ 	today?
	sing songs	library time.	
	and recite	 Have a variety of age appropriate books for learners 	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	
		• Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Assessment: let learners read a variety of age and level-	
		appropriate books and texts from print and non-print	

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	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending	g:			Class size:			
Day: Period:			Date : Lesson :				
Strand : GEC	METRY AND	MEASUREMENT	Sub-stran	nd: Measurement- Length, Ca	apacity, Mass and Time		
Indicator (co	ode)	B2.3.3.3.2					
Content star	ndard (code)	B2.3.3.3.	32.3.3.3.				
Performance	e Indicator	Learners can use	Learners can use arbitrary units and hour on the clock to measure time to complete				
		simple events.					
		tivity and Innovati ng and Problem So		nication and Collaboration Po	ersonal Development and		
Keywords		6////					
T. L .R. (s)		Counters					
Ref:	Mathematic	cs curriculum Pag	e				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections		
	(preparing						
	the brain						
	for learning)						
Monday	Sing songs	1 Ask learners to	n tell how r	nuch time (in terms of	Review the lesson with		
ivioliuay	like:			ps, water timers, etc.) it	Learners		
	inc.	andiciary unit till	ers ince cia	ps, water timers, etc., it	Learners		

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	l'm	would take to - walk round the classroom - to sing a	
	counting	song - to eat one banana	
	one, what		
	is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs	Ask learners to tell describe events that take an hour or	Review the lesson with
	like:	more or less than an hour	Learners
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		
Wednesda	Sing songs	Ask learners to tell describe events that take an hour or	Review the lesson with
У	like:	more or less than an hour	Learners
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		
Thursday	Sing songs	Ask learners to watch the clock each hour and note how	Review the lesson with
,	like:	long they stay in school each day.	Learners
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		
	13 0110		
Friday	Sing songs	Ask learners to watch the clock each hour and note how	Review the lesson with
Tiluay	like:	long they stay in school each day.	
	IINC.	long they stay in school each day.	Learners
	l'm	Assessment: have learners to practice with more	
		examples	
	counting		
	one, what		
	is one		
	is one		

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	•	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson :		
Strand : PERFORMING ART		TS	Sub-strand: Displaying and Sharing			
Indicator (co	ode)	B2 2.3.4.2				
Content sta	ndard (code)	B2 2.3.4.				
Performanc	e Indicator	Learners can plai	n for a dis	play of own performing a	rtworks to share creative	
		experiences based	d on ideas t	hat reflect the natural and r	manmade environments in	
		other Ghanaian co	ommunities			
Core Compe	etencies: Crea	tivity and Innovation	on Commur	nication and Collaboration P	ersonal Development and	
Leadership (Critical Thinkii	ng and Problem Sol	ving.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding asse	ssment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	earners are to:			What have we learnt	
	learners to	② watch a short vi	deo that sh	ows the natural and	today?	
	sing songs	manmade enviror	nments in o	ther parts of Ghana;		
	and recite	select performa	ances by co	nsidering factors such as	Ask learners to	
	familiar	creativity and orig	ginality;		summarize the main	
	rhymes				points in the lesson	
		Assessment: let le	earners disp	lay their own performing		
		artworks to share	creative ex	periences based on ideas		

						-		
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		that reflect the natural and manmade environments in	
		other Ghanaian communities	
Wednesda	Engage	Learners are to	What have we learnt
У	learners to		today?
	sing songs	plan the arrangement of own music, dance and drama	
	and recite	to share ideas on the natural and manmade	Ask learners to
	familiar	environments of other Ghanaian communities	summarize the main
	rhymes	Assessment: let learners display their own performing artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities	points in the lesson

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	 LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Ending	g:			Class size:			
Day:				Date:			
Period :				Lesson:			
Strand: HUMANS AND THE Sub ENVIRONMENT			b-stran	d : SCIENCE AND INDUSTRY			
Indicator (co	ode)	B2.5.3.2.1					
Content star	ndard (code)	B2.5.3.2.	•				
Performance	e Indicator	Learners can know th	earners can know the ways foods are processed for consumption				
		tivity and Innovation C ng and Problem Solving		nication and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	Science curi	riculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter (preparing the brain for learning)	(new learning including	Plenary / Reflections				
Monday	Engage	• Let learners draw ar	nd disp	lay the foods they eat every	What have we learnt		
	learners to	day.			today?		
	sing songs and recite familiar rhymes	before it is consumedIn groups learners d	d. discuss ., roasti	ways of processing foods ing, frying, and boiling, and the whole class.	Ask learners to summarize the important points of the lesson		

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		NB: Assign learners to find out how foods are processed	
		for consumption in their communities before the lesson.	
		Assessment: let learners mention ways of processing	
		foods for consumption.	
Thursday	Engage	Present samples of raw food stuffs to learners and let	What have we learnt
	learners to	them talk about how they can process them for	today?
	sing songs	consumption.	Ask learners to
	and recite	Emphasise the key processing methods such as	summarize the
	familiar	washing, boiling, frying, baking, roasting, etc.	important points of the
	rhymes		lesson
		NB: Assign learners to find out how foods are processed	
		for consumption in their communities before the	
		lesson.	

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Assessment: let learners

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	LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Ending:					Class si	ze:
Day:			Date :			
Period :		Lesson:				
Strand : European		Sub-str	and : Int	ternation	nal Trade Including Slave Trade	
Indicator (code)		B2.3.2.2	1.1			
Content standard	(code)	B2.3.2.2	1.			
Performance Indi	cator	Learners can describe how early trade was carried out between Ghanaians and Europeans				
	es: Creativity and Innovat I Thinking and Problem So		municat	ion and	Collabor	ation Personal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History cur	riculum	Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2 (new le assessn	arning ir	ncluding		Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What towns emerged out of the trade between Ghanaians and Europeans?	on the of Europea Ghanaia Assessmention emerge	ment: let n the toved on the of Europe	a result with learner wns that	of s s s a	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	Engage learners to	Name the towns that emerged	What have we learnt today?
	sing songs and recite	on the coast as a result of	
	familiar rhymes	European trade with	Ask learners to summarize the
		Ghanaians.	main points in the lesson
	What towns emerged out of the trade between Ghanaians and Europeans?	Assessment: let learners mention the towns that emerged on the coast as a result of European trade with Ghanaians	

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				LESSON PLA

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Ending	g:				Class size:		
Day:				Date :			
Period :				Less	son:		
Strand: MY	GLOBAL CON	IMUNITY	Sub-stran	d : S	ources of Information		
Indicator (co	ode)	B2.5.3.1.1.					
Content star	ndard (code)	B2.5.3.1.					
Performance Indicator Learners can identify sou			tify source	s of	information		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.						ersonal Development and	
Keywords					W/ 3		
T. L .R. (s)		Pictures					
Ref:	Our World (Our People curriculum Page					
DAY	Phase 1:	Phase 2: Main			<u> </u>	Phase 3:	
DAT	Starter		iding acce	eem	ent)	Plenary / Reflections	
	(preparing	(new learning including assessment) Plenary / Reflection				Tienary / Nemections	
	the brain						
	for						
	learning)						
Tuesday	Engage	Bring real items or pictures of telephone, mobile phone,				What have we learnt	
	learners to	radio etc., to class.				today?	
	sing songs						
	and recite	Learners talk about the use of these technological tools.		Ask learners to			
	familiar				summarize the main		
	rhymes	Assessment: Let learners identify sources of				points in the lesson	
		information					
Thursday	Engage	Learners draw the	items use	d fo	r receiving and sending	What have we learnt	
	learners to	information e.g. m	obile phor	ne.		today?	
	sing songs						
	and recite	Assessment: Let le	earners dra	aw t	he items used for	Ask learners to	
	familiar	receiving and send	ding inform	natio	n	summarize the main	
	rhymes					points in the lesson	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION	CLASS: TWO
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Week Ending	g:				Class size:		
Day:			Date :				
Period :				Lesson:			
Strand : PHYSICAL FITNESS CONCEPTS, Sub-stra			Sub-stran	d : D	RUGS		
PRINCIPLES A	AND STRATEG	GIES					
Indicator (co	ode)	B2.4.5.4.1:					
Content star	ndard (code)	B2.4.5.4.	B2.4.5.4.				
Performance Indicator		Learners can Identify types of drugs commonly used by adolescents.					
Core Compe	tencies: Crea	tivity and Innovatior	vity and Innovation Communication and Collaboration Personal Development and				
Leadership C	Critical Thinkir	ng and Problem Solv	ing.				
Keywords							
T. L .R. (s)	1	cones					
Ref:	PE curriculu						
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	iding asse	ssm	ent)	Plenary / Reflections	
	(preparing						
	the brain for						
	learning)						
Friday		Load loarnars to un	dorstand	<u>+b.o.</u>	magning of drug as	What have we learnt	
Friday	Learners				meaning of drug as	What have we learnt	
	jog round a demarcate				purpose other than king medicine, smoking,	today?	
	d area in	etc. Guide them to	_			Use answers to	
	files while				his should be given to	summarise the lesson.	
	singing and	them as project.	ווע וואנ נוופ	111. 1	ilis silodid be giveri to	Summanse the lesson.	
	clapping to	them as project.					
	warm-up						
	the body						
	for						
	maximal						
	performan						
	ce and to						
	prevent						
	injuries						

NANA FIIFI ACQUAH		
	·	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Endin	g:				Class size:	
Day:				Date :		
Period :				Less	on:	
Strand : Family and the Community Sub-stran		Sub-stranc	d : P	ersonal Safety in the Co	mmunity	
Indicator (co	ode)	B2. 4.2.1.1:				
Content star	ndard (code)	B2. 4.2.1.				
Performance Indicator Learners can describe working community.			cribe ways	of	promoting personal h	ygiene and safety in the
-		tivity and Innovationg and Problem Solv		nicat	ion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding asse	essm	ent)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Through dramatise personal hygiene personal hygiene personal hygiene.	oractices		ers demonstrate e ways of promoting	What have we learnt today? Ask learners to summarize the main points in the lesson

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	LESSON PLA

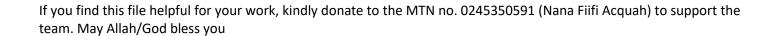
SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Endin	g:			Class size:	
Day :			С	Pate :	
Period :				esson :	
Strand : Wri	ting		Sub-strand Spacing	: Copying /Writing Simple S	Sentences with Correct
Indicator (co	ode)	B2.3.4.1.1			
Content star	ndard (code)	B2.3.4.1.			
Performance	e Indicator	• The learn objects and pets.		write short sentences wit	h correct spacing about
_		tivity and Innovations and Problem So		ication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, record	led audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asses	ssment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	to learners. • Lead learners the things drawn on the second secon	nrough discu the card. to form simp	manila card and display it ssion to mention the le sentences and lead	What have we learnt today? Review the lesson with learners

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		Let learners read the simple sentences aloud individually	
		Let learners write simple sentences with correct	
		spacing about objects and pets.	
		Assessment: let learners write short sentences with	
	Граза	correct spacing about objects and pets.	What have we learnt
	Engage leaners to	 Draw objects and pets on a manila card and display it to learners. 	What have we learnt today?
	sing songs		today:
	and recite	Lead learners through discussion to mention the	
	familiar	things drawn on the card.	Review the lesson with
	rhymes	Use the words to form simple sentences and lead learners to read them aloud.	learners
		Let learners read the simple sentences aloud	Tourners .
		individually	
		Let learners write simple sentences with correct	
		spacing about objects and pets.	
		spaonig about objects and peto.	
		Assessment: let learners write short sentences with	
		correct spacing about objects and pets.	
	Engage	Draw objects and pets on a manila card and display it	What have we learnt
	leaners to	to learners.	today?
	sing songs	Lead learners through discussion to mention the	
	and recite	things drawn on the card.	
	familiar	Use the words to form simple sentences and lead	Review the lesson with
	rhymes	learners to read them aloud.	learners
		Let learners read the simple sentences aloud	
		individually	
		Let learners write simple sentences with correct	
	NIK	spacing about objects and pets.	
		Assessment: let learners write short sentences with	
		correct spacing about objects and nots	

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TERM THREE BASIC TWO WEEK 9



NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:			Class size:		
Day: Period:		Les	son :		
				7,	
Strand :	Sub-stra				
A. Oral Language			ntation		
B. Reading		luen			
C. Writing			olled Writing		
D. Using Writing Conve		pellir	_		
E. Extensive Reading	E. B	Buildi	ng The Love and	l Culture of Read	ing
Indicator (code)	B2.1.10.1.1 B2.2.9.1.2	2	B2.4.7.2.1	B2.5.10.1.1	B2.6.1.1.1
Content standard (code)	B2.1.10.1.1 B2.2.9.1.2	2	B2.4.7.2.1	B2.5.10.1.1	B2.6.1.1.1
Performance Indicator	A. Learners can speak	with	confidence bef	ore different aud	iences.
	B. Learners can read a	nd re	ecognise 120 sig	ht words.	
	C. Learners can re-ar	range	e jumbled sente	nces logically.	
	D. Learners use phonic pattern.	cs kn	owledge to spel	l words with irre	gular phonic letter
	E. Learners can read	a vai	riety of age and	level-appropriat	te books and texts
	from print and non-	-print	İ		
Core Competencies: Creati	ivity and Innovation Comm	unica	tion and Collab	oration Personal	Development and
Leadership Critical Thinking	g and Problem Solving.				
Keywords					
T. L .R. (s)	Word cards, sentence card	s, let	ter cards, handv	vriting on a mani	la card and a class
1	library.				

Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE • Put learners in pairs to share their holiday plans with each other. • Have each person share his/her friend's plans with the class. • Use probing questions to get learners give additional information: e.g. i. Where will he go first? ii. What will he be doing there? etc. Assessment: let learners speak with confidence before different audiences	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B. READING Introduce learners to more sight words in context Have them identify and use at least 120 sightwords Remember to focus on a few at a time. Assessment: let learners identify and use at least 120 sightwords in sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	 C. WRITING Put learners in pairs to share their holiday plans with each other. Have each person share his/her friend's plans with the class. Use probing questions to get learners give additional information: e.g. i. Where will he go first? ii. What will he be doing there? etc. Assessment: let learners re-arrange jumbled sentences logically	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Have learners play the pick and spell game to spell	today?
	sing songs	phonetically irregular words. e. g. the, face	
	and recite	Have learners use these words in oral and written	Ask learners to
	familiar	sentences.	summarize the main
	rhymes	Provide sentences with blank spaces for learners to fill	points in the lesson
		in the blanks using the words they have learnt to spell.	
		e. g.	
		i. This is my	
		Assessment: let learners use phonics knowledge to spell	
		words with irregular phonic letter pattern.	
Friday	Engage	<u>E. EXTENSIVE READING</u>	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		provide support and encouragement.	
		Assessment: let learners read a variety of age and level-	
		appropriate books and texts from print and non-print	

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NANA FIIFI ACQUAH		
	·	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Endin	g:				Class size:	
			Les	e: son:		
Strand : DAT	Ā				Data Collection, Organisa and Analysis	tion, Presentation,
Indicator (co	ode)	B2.4.1.1.1				
Content star	ndard (code)	B2.4.1.1.				
Performance	e Indicator	Learners can use	tallies, che	allies, checkmarks, charts, lists or objects to collect and organize		
		data to answer ar	nd pose qu	estic	ons about themselves, ot	hers, or surroundings.
-		tivity and Innovations and Problem So		nica	tion and Collaboration Po	ersonal Development and
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	е			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding asso	essm	nent)	Plenary / Reflections
Monday	Sing songs like:	What is our favou	urite food c	or co	lour or sport?"	Review the lesson with Learners

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	l'm	2. Answer and/or pose questions, and justify the	
	counting	answers, based on the organized data	
	one, what		
	is one	Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	What is our favourite food or colour or sport?"	Review the lesson with
	like:		Learners
		2. Answer and/or pose questions, and justify the	
	l'm	answers, based on the organized data	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Wednesda	Sing songs	What is our favourite food or colour or sport?"	Review the lesson with
у	like:		Learners
,		2. Answer and/or pose questions, and justify the	
	l'm	answers, based on the organized data	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one,	examples	
Thursday	Sing songs	What is our favourite food or colour or sport?"	Review the lesson with
	like:		Learners
		2. Answer and/or pose questions, and justify the	200111013
	l'm	answers, based on the organized data	
	counting	answers, based on the organized data	
		Assessment: have learners to practice with more	
	one, what	examples	
F ' I	is one,		B : 11 1 11
Friday	Sing songs	What is our favourite food or colour or sport?"	Review the lesson with
	like:		Learners
		2. Answer and/or pose questions, and justify the	
	l'm	answers, based on the organized data	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	

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NANA FIIFI ACQUAH		
	•	LESSON PLAI

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Endin	g:			Class size:		
Day :				Date:		
Period :				Lesson:		
Strand:			Sub-stran	d:		
VISUAL ART	S		Thinking a	and Exploring Ideas		
PERFORMIN	IG ARTS					
Indicator (co	ode)	B2 1.1.1.4 B2	2.1.1.4			
Content star	ndard (code)	B2 1.1.1. B2 2	2.1.1			
Performance	e Indicator	 Learners can reflect on own experiences to talk about visual artworks produced or found in other parts of Ghana that reflect topical issues in those communities Learners can Explore own experiences to talk about performing artworks that reflect topical issues in other communities in Ghana 				
•		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and	
T D (a)		District				
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Ref				
Monday	Engage	Learners are to:			What have we learnt	
	learners to	discuss the topi	cal issues (e.g. no rainfall, rising	today?	
	sing songs	temperatures, po	or disp	oosal of waste, road safety,		
	and recite	burglary) experie	nced in oth	er communities in Ghana;		
		lidentify the cau	ses of thos	e topical issues;		

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	familiar	discuss how to reduce or prevent these topical issues	Ask learners to
	rhymes	(e.g. protecting the environment, safe use of roads by	summarize the main
		pedestrians, motorbike riders, drivers of vehicles, and	points in the lesson
		passengers);	
		2 discuss ways to instil good habits to save the natural	
		environment at home and in the school	
		Assessment: let learners talk about visual artworks	
		produced or found in other parts of Ghana that reflect	
		topical issues in those communities	
Wednesda	Engage	Learners are to:	What have we learnt
У	learners to	discuss the topical issues (e.g. no rainfall, rising	today?
•	sing songs	temperatures, flooding, domestic and bush fires, road	
	and recite	safety, burglary) of concern in Ghana;	Ask learners to
	familiar	I identify the causes of these topical issues (e.g.	summarize the main
	rhymes	deforestation, poor waste	points in the lesson
	lityiiics		points in the lesson
		disposal, unsafe driving, illegal mining);	
		② brainstorm on how these topical issues can be	
		reversed or prevented; develop own ideas and concepts	
		for composing and performing own music, dance and	
		drama based on topical issues in other communities	
		Assessment: let learners talk about visual artworks	
	_^	produced or found in other parts of Ghana that reflect	
		topical issues in those communities	

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	 LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : HUMANS AND THE Sub-stra ENVIRONMENT				d : CLIMATE CHANGE	
Indicator (co	ode)	B2.5.4.1.1			
Content star	ndard (code)	B2.5.4.1.			
Performance	e Indicator	Learners can expla environment	in some	common human activities	that are harmful to the
=		tivity and Innovation ng and Problem Solvii		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	could harm the environment (bush burning, burning of rubbish, throwing rubbish into water bodies). • Let learners determine if they could be harmed by these activities. (What will happen to you if you breathe in smoke? What will happen if you drink water from a			What have we learnt today? Ask learners to summarize the important points of the lesson

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		• Explain to learners that fossil fuels such as the petrol used in cars is causing the world to become warmer, and affecting the weather.	
		Assessment: let learners explain some common human activities that are harmful to the environment	
Thursday	Engage	Explain to learners that fossil fuels such as the petrol	What have we learnt
	learners to	used in cars is causing the world to become warmer,	today?
	sing songs	and affecting the weather.	Ask learners to
	and recite	If it is a farming community, how has the weather	summarize the
	familiar	patterns changed recently?	important points of the
	rhymes	If it is a fishing community by the ocean, has the	lesson
		ocean been washing away the land?	
		Assessment: let learners explain some common human),

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activities that are harmful to the environment

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Ending:						Class si	ze:
Day:					Date :		
Period :					Lesson	:	
Strand: Europeans in Ghana				Sub-str	and : So	me Selec	eted Individuals
Indicator (code)			B2.3.2.:	1.1			
Content standard	(code)		B2.3.2.	1.			
Performance Indi	cator				escribe h Europea		trade was carried out between
Core Competencio Leadership Critica				municati	on and C	Collabora	tion Personal Development and
Keywords							
T. L .R. (s)			Picture	S			
Ref:		History curi	riculum	Page			
DAY	Phase 1: Starter (preparing t for learning		Phase 2 (new le assessn	arning ir	ncluding		Phase 3: Plenary / Reflections
Tuesday	Engage lear songs and refamiliar rhys What towns out of the tribetween Ghand Europes	ecite mes s emerged rade anaians	on the Europe Ghanaid Assessr mention emerge	coast as an trade ans. ment: let n the too of Europe	s that en a result of with learners wns that e coast as ean trade	of S	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	Engage learners to sing songs and recite	Name the towns that emerged on the coast as a result of	What have we learnt today?
	familiar rhymes	European trade with Ghanaians.	Ask learners to summarize the main points in the lesson
	What towns emerged out of the trade between Ghanaians and Europeans?	Assessment: let learners mention the towns that emerged on the coast as a result of European trade with Ghanaians	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Endin	g:			Class size:				
Day:			[Date:				
Period :			L	esson :				
Strand : MY GLOBAL COMMUNITY Sub-str			Sub-strand	: Technology in Communic	cation			
		I 50 5 4 4 4						
Indicator (co		B2.5.4.1.1.						
	ndard (code)			A VA J				
Performanc	e Indicator	Learners can der	nonstrate se	nding and receiving inform	nation from other gadgets			
Core Compe	tencies: Crea	tivity and Innovati	on Commun	ication and Collaboration F	Personal Development and			
Leadership (Critical Thinkin	ng and Problem So	lving.					
Keywords								
T. L .R. (s)		Pictures						
Ref:	Our World (Our People curriculum Page						
DAY	Phase 1:	Phase 2: Main			Phase 3:			
	Starter	(new learning inc	luding asses	sment)	Plenary / Reflections			
	(preparing	A ///.						
	the brain							
	for							
	learning)							
Tuesday	Engage	Guide learners th	rough demo	nstration to talk about	What have we learnt			
	learners to	where one can se	end and rece	ive information in a	today?			
	sing songs	discussion e.g. Po	ster, road si	gns, newspapers,				
	and recite	telephones calls,	SMS, etc.		Ask learners to			
	familiar	Bring sources of o	data e.g. nev	spapers or class registers	summarize the main			
	rhymes	to class			points in the lesson			
		Guide learners, tl	nrough demo	onstration, to identify data				
		and record them	in their bool	ks, e.g. listening to radio,				
		newspaper, talkir	ng to people,	etc				

		Assessment: Let learners mention where one can send and receive information	
Thursday	Engage	Through group work, guide learners to talk about the	What have we learnt
	learners to	type of information they should pay attention to e.g.	today?
	sing songs	information on their education, parents.	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: Let learners identify the type of	points in the lesson
		information they should pay attention to	

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Ending:				Class size:		
Day:			Date :			
Period :				Lesson:		
Strand: VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES Sub-st		Sub-stran	d : SELF-RESPONSIBILITY			
Indicator (code)		B2.5.1.5.1				
Content standard (code)		B2.5.1.5.	•			
Performance Indicator		Learners can accep	ot respons	sibility for one's own behavio	ur in a group activity	
=		tivity and Innovationg and Problem Solv		nication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main	-		Phase 3:	
	Starter (preparing the brain for learning)	(new learning inclu	(new learning including assessment)			
Friday	Learners	As learners perfori	m physica	l activity they develop	What have we learnt	
	jog round a	values like honesty	y, sincerity	y, integrity, accountability,	today?	
	demarcate	fairness, tolerance	, respect,	patriotism, etc. as values		
	d area in	that develop respo	onsible cit	izens. Set rules for the class	Use answers to	
	files while	and administer sar	nctions fai	rly	summarise the lesson.	
	singing and					
	clapping to					
	warm-up					

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	the body				
	for				
	maximal				
	performan				
	ce and to				
	prevent				
	injuries				
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	· LESSON PLA

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending:				Class size:		
Day:			Da	te :		
Period :			Les	son:		
Strand : Fam	nily and the Co	ommunity Sub-str	and:	Personal Safety in the Cor	mmunity	
Indicator (co	ode)	B2. 4.2.1.1:				
Content star	ndard (code)	B2. 4.2.1.				
Performance	e Indicator	Learners can describe w community.	ays o	f promoting personal hy	giene and safety in the	
		tivity and Innovation Comnng and Problem Solving.	nunica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including a	sessn	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Let learners draw items us	ed in	keeping their bodies	What have we learnt	
	learners to	clean			today?	
	sing songs					
	and recite	Assessment: let learners o	raw it	ems used in keeping	Ask learners to	
	familiar	their bodies clean			summarize the main	
	rhymes				points in the lesson	
					I .	

team. May Allah/God bless you

NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

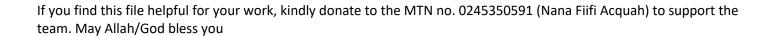
Week Ending:				Class size:			
Day:		1	Date :				
Period :			1	Lesson:			
Strand : Writing Sub-strang Spacing				I: Copying /Writing Simple S	Sentences with Correct		
Indicator (co	ode)	B2.3.4.1.2					
Content star	ndard (code)	B2.3.4.1.					
Performance Indicator •			le and plac				
		tivity and Innovatior ng and Problem Solv		ication and Collaboration Po	ersonal Development and		
Keywords) -			
T. L .R. (s)		Manila cards, markers, recorded audios visual					
Ref:	Ghanaian La	anguage curriculum					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	_	, and the second	Phase 3: Plenary / Reflections		
	Engage leaners to sing songs and recite familiar rhymes	 Lead learners to one Use the names of picture to form simulation Lead learners to one Let learners read 	discuss the of the peopon ple senter read the senter the senter	le and places in the nces.	What have we learnt today? Review the lesson with learners		

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	Assessment: let learners write short sentences with correct spacing about people and places	
Engage leaners to sing songs and recite familiar rhymes	 Show a picture of people and places to learners Let learners form their own sentences using the names of people and places in the picture. Let learners write short sentences with correct spacing about the people and places in the drawing. Assessment: let learners write short sentences with correct spacing about people and places 	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Show a picture of people and places to learners Let learners form their own sentences using the names of people and places in the picture. Let learners write short sentences with correct spacing about the people and places in the drawing. Assessment: let learners write short sentences with correct spacing about people and places 	What have we learnt today? Review the lesson with learners

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TERM THREE BASIC TWO WEEK 10



NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:		Class size:
Day: Period:		Date: Lesson:
Strand :	Sub-strar	
A. Oral Language		resentation
B. Reading		luency
C. Writing	C. De	escriptive Writing
D. Using Writing Con	ventions D. Sp	pelling
E. Extensive Reading	E. Bu	uilding The Love and Culture of Reading
Indicator (code)	B2.1.10.1.1 B2.2.9.1.2	B2.4.12.1.1 B2.5.10.1.1 B2.6.1.1.1
Content standard (code)	B2.1.10.1. B2.2.9.1.	B2.4.12.1.1 B2.5.10.1. B2.6.1.1.
Performance Indicator	A. Learners can speak v	with confidence before different audiences.
	B. Learners can read ar	nd recognise 120 sight words.
	C. Learners can use si	imple sentences to describe feelings.
	D. Learners can use ph letter pattern.	honics knowledge to spell words with irregular phonic
	E. Learners can read a	a variety of age and level-appropriate books and texts
from print and non-		print
Core Competencies: Crea	tivity and Innovation Commu	unication and Collaboration Personal Development and
Leadership Critical Thinkin	ng and Problem Solving.	
Keywords		
T. L .R. (s)	Word cards, sentence cards	s, letter cards, handwriting on a manila card and a class
· •	library.	

Ref:	English Language curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE • Put learners in pairs to share their holiday plans with each other. • Have each person share his/her friend's plans with the class. • Use probing questions to get learners give additional information: e.g. i. Where will he go first? ii. What will he be doing there? etc. Assessment: let learners speak with confidence before different audiences	What have we learnt today? Ask learners to summarize the main points in the lesson		
Tuesday	Engage learners to sing songs and recite familiar rhymes	B. READING Introduce learners to more sight words in context Have them identify and use at least 120 sightwords Remember to focus on a few at a time. Assessment: let learners identify and use at least 120 sightwords in sentences	What have we learnt today? Ask learners to summarize the main points in the lesson		
Wednesday	Engage learners to sing songs and recite familiar rhymes	 C. WRITING Let learners name and describe common objects using adjectives. Let learners name various objects in the classroom. 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. Assessment: let learners use simple sentences to describe feelings	What have we learnt today? Ask learners to summarize the main points in the lesson		

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Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Have learners play the pick and spell game to spell	today?
	sing songs	phonetically irregular words. e. g. the, face	
	and recite	Have learners use these words in oral and written	Ask learners to
	familiar	sentences.	summarize the main
	rhymes	Provide sentences with blank spaces for learners to fill	points in the lesson
		in the blanks using the words they have learnt to spell.	
		e. g.	
		i. This is my	
		Assessment: let learners use phonics knowledge to spell	
		words with irregular phonic letter pattern.	
Friday	Engage	E. EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	•
		Encourage them to read individually and in pairs, and	
		_	
		provide support and encouragement.	
		Assessment: let learners read a variety of age and level-	
		appropriate books and texts from print and non-print	

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	·	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending:				Class size:		
Day:			Dat	e : son :		
Period :						
Strand : DATA					oata Collection, Organisa and Analysis	tion, Presentation,
Indicator (code)		B2.4.1.2.1	2.4.1.2.1			
Content star	ndard (code)	B2.4.1.2.	2.4.1.2.			
, ,		Learners can drav	ners can draw and interpret concrete graphs and pictographs			
Core Competencies: Creativity and Innovation Co Leadership Critical Thinking and Problem Solving.			nica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Pag	e			
DAY	Phase 1:	Phase 2: Main	Phase 2: Main			Phase 3:
	Starter	(new learning including assessment)		ent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					B :
Monday	Sing songs	-	-		ce to create concrete	Review the lesson with
	like:		•	rese	ent data collected (up to	Learners
		3 categories of da	ata)			

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	l'm		
	counting	Using a one-to-one correspondence solve simple	
	one, what	problems (how many altogether, comparing, or take	
	is one	apart problems) on concrete graphs or pictographs	
	1 - One is		
	one alone,	Assessment: have learners to practice with more	
	alone it	examples	
	shall be.		
Tuesday	Sing songs	Use one-to-many correspondence to create concrete	Review the lesson with
,	like:	graphs or pictographs to represent data collected (up to	Learners
		3 categories of data)	
	l'm		
	counting	Using a one-to-one correspondence solve simple	
	one, what	problems (how many altogether, comparing, or take	
	is one	apart problems) on concrete graphs or pictographs	
	1 - One is	apart problems) on concrete graphs or pictographs	
	one alone,	Assessment: have learners to practice with more	
	alone it	examples	
	shall be.	examples	
	Silali De.		
Wednesda	Sing songs	Use one-to-many correspondence to create concrete	Review the lesson with
	like:	graphs or pictographs to represent data collected (up to	Learners
У	iike.	3 categories of data)	Learners
	ľm .		
		Using a one-to-one correspondence solve simple	
	counting	problems (how many altogether, comparing, or take	
	one, what	apart problems) on concrete graphs or pictographs	
1	is one		
	1 - One is	Use one-to-many correspondence to create concrete	
	one alone,	graphs or pictographs to represent data collected (up to	
	alone it	3 categories of data)	
	shall be.	Heing a one to one correspondence calve size ale	
	2 - Two	Using a one-to-one correspondence solve simple problems (how many altogether, comparing, or take	
	pair, two	apart problems) on concrete graphs or pictographs	
	pair come	apart production of controllers graphs of pictographs	
	pair let us	Assessment: have learners to practice with more	
	pair	examples	
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Thursday	Sing songs	Use one-to-many correspondence to create concrete	Review the lesson with
	like:	graphs or pictographs to represent data collected (up to	Learners
		3 categories of data)	
	ľm		
	counting	Using a one-to-one correspondence solve simple	
	one, what	problems (how many altogether, comparing, or take	
	is one	apart problems) on concrete graphs or pictographs	
	1 - One is		
	one alone,	Assessment: have learners to practice with more	
	alone it	examples	
	shall be.		
Friday	Sing songs	Use one-to-many correspondence to create concrete	Review the lesson with
	like:	graphs or pictographs to represent data collected (up to	Learners
		3 categories of data)	
	ľm		
	counting	Using a one-to-one correspondence solve simple	
	one, what	problems (how many altogether, comparing, or take	
	is one	apart problems) on concrete graphs or pictographs	
	1 - One is		
	one alone,	Assessment: have learners to practice with more	
	alone it	examples	
	shall be.		

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	•	LESSON PLA

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Endin	g:				Class size:	
Day:				Date:		
Period:				Less	on:	
Strand:			Sub-stran	nd :		
VISUAL ART	S		Planning,	Mak	ing and Composing	
PERFORMIN	G ARTS					
Indicator (code) B2 1.2.2.4. B2 2.2.2.4.						
Content star	ndard (code)	B2 1.2.2 B2	2.2.2.			
Performance	e Indicator	 Learners can plan to create from own imagination, visual artworks that reflect topical issues in other communities in Ghana Learners can experiment with available performing arts instruments, resources and techniques to create artworks that reflect topical issues in other communities in Ghana 				
		tivity and Innovationg and Problem Solv		inicat	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)				Plenary / Reflections
Monday	Engage	Learners are to: 2 recall and organise ideas on visual				What have we learnt
	learners to	artworks and topic	cal issues i	in Gh	ana 🛚 develop sketches	today?
	sing songs	from ideas and co	ncepts of	topic	al issues to make own	
	and recite	visual artworks (e.	g. drawing	g and	l colouring pictures,	

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	familiar	printmaking, lettering, pattern making, modelling,	Ask learners to
	rhymes	casting) 1 recall images of visual artworks and topical	summarize the main
		issues to make line sketches to represent visual	points in the lesson
		artworks that reflect topical issues in other parts of	
		Ghana	
		Assessment: let learners create from own imagination,	
		visual artworks that reflect topical issues in other	
		communities in Ghana	
Wednesda	Engage	Learners are to: 2 explore the local environment to	What have we learnt
У	learners to	select available instruments and resources that are	today?
	sing songs	good for composing and performing music, dance and	
	and recite	drama; 2 discuss types of music, dance and drama that	Ask learners to
	familiar	reflect topical issues 2 create own performing artworks	summarize the main
	rhymes	that reflect topical issues in the identified Ghanaian	points in the lesson
	,	communities.	•
		Assessment: let learners create artworks that reflect	
		topical issues in other communities in Ghana	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : HUMANS AND THE Sub-stra ENVIRONMENT			ub-stran	d : CLIMATE CHANGE	
Indicator (code) B2.5.4.1.1					
	ndard (code)	B2.5.4.1.			
Performance Indicator Learners can explain some common human activities that a environment				that are harmful to the	
-		tivity and Innovation ng and Problem Solvi		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	 Let learners come could harm the env rubbish, throwing re Let learners deter these activities. (What will contaminated source) 	What have we learnt today? Ask learners to summarize the important points of the lesson		

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		Explain to learners that fossil fuels such as the petrol	
		used in cars is causing the world to become warmer,	
		and affecting the weather.	
		Assessment: let learners explain some common human	
		activities that are harmful to the environment	
Thursday	Engage	Explain to learners that fossil fuels such as the petrol	What have we learnt
	learners to	used in cars is causing the world to become warmer,	today?
	sing songs	and affecting the weather.	Ask learners to
	and recite	If it is a farming community, how has the weather	summarize the
	familiar	patterns changed recently?	important points of the
	rhymes	If it is a fishing community by the ocean, has the	lesson
		ocean been washing away the land?	
		Assessment: let learners explain some common human	

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activities that are harmful to the environment

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	 LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Ending:					Class si	ze:	
Day:				Date :			
Period :				Lesson			
Strand : Europea	ns in Ghana		Sub-str	and : Int	ernation	nal Trade Including Slave Trade	
Indicator (code)		B2.3.2.	1.1				
Content standard	d (code)	B2.3.2.	1.				
Performance Ind	icator			escribe h Europea		y trade was carried out between	
=	ies: Creativity and Innovatal Thinking and Problem So		municat	ion and (Collabor	ation Personal Development and	
Keywords							
T. L .R. (s)		Picture	S				
Ref:	History cur	riculum	Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2 (new leassessr	arning ir	ncluding		Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes What towns emerged out of the trade between Ghanaians and Europeans?	on the Europe Ghanai Assessi mentio emerge	coast as an trade ans. ment: let n the too of Europe	s that er a result of with learners wns that e coast as ean trade	of S	What have we learnt today? Ask learners to summarize the main points in the lesson	

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Thursday	Engage learners to	Name the towns that emerged	What have we learnt today?
	sing songs and recite	on the coast as a result of	
	familiar rhymes	European trade with	Ask learners to summarize the
		Ghanaians.	main points in the lesson
	What towns emerged out of the trade between Ghanaians and Europeans?	Assessment: let learners mention the towns that emerged on the coast as a result of European trade with Ghanaians	

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	•	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Endin	g:				Class size:	
Day :			1	Dat	e :	
Period :			1	Less	son:	
Strand : MY GLOBAL COMMUNITY Sub		Sub-strand: Technology in Communication				
Indicator (co	ode)	B2.5.4.1.1.				
Content star	ndard (code)	B2.5.4.1.				
Performance Indicator Learners can demonstra		nstrate se	endi	ng and receiving informa	ation from other gadgets	
-		tivity and Innovation C ng and Problem Solvin		nicat	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Dur People curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning includi	ing asse	ssm	ent)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	to class Guide learners, throu and record them in the newspaper, talking to	and rece er, road si iS, etc. a e.g. nev ugh dem their boo to people	eive igns wsp ons oks, e	information in a s, newspapers, apers or class registers tration, to identify data e.g. listening to radio,	What have we learnt today? Ask learners to summarize the main points in the lesson
		and receive informat	tion			

	T ₋	-	14/1 1 1 1
Thursday	Engage	Through group work, guide learners to talk about the	What have we learnt
	learners to	type of information they should pay attention to e.g.	today?
	sing songs	information on their education, parents.	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: Let learners identify the type of	points in the lesson
		information they should pay attention to	

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	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Ending:						Class siz	ze:	
Day:				Date :				
Period :					Lesson :	l.		
Strand : VALUES ANI	D PSYCHO-SO	CIAL CONCEPT	ΓS,	Sub-str	and : SOC	CIAL INT	ERACTION	
PRINCIPLES AND STR	RATEGIES							
Indicator (code)			B2.5.2.	5.1				
Content standard (co	ode)		B2.5.2.	5.				
Performance Indicat	or		Learnei	rs can pa	rticipate	in a vari	iety of group setti	ngs (e.g.,
				rs, smal ring with		s, and	large groups)	without
Core Competencies: Leadership Critical Tl	•			cation ar	nd Collabo	oration F	Personal Developn	nent and
Keywords								
T. L .R. (s)			cones					
Ref: PE curriculur			m Page					
DAY	Phase 1:		Phase 2	2: Main			Phase 3:	
	Starter		(new le	arning in	cluding		Plenary / Reflect	ions
	(preparing th	e brain	assessn	nent)				
	for learning)							
Friday	Learners jog	round a	Discuss	with lea	rners as t	hey	What have we le	arnt
demarcated area in files		perforn	n practic	al activity	′	today?		
	while singing	and	values	such as to	eamwork	.,		
	clapping to w	arm-up the	cooper	ation, pa	tience, re	espect,	Use answers to	
	body for max	imal	tolerance, etc., as qualities that summarise the lesson		esson.			
	performance	and to	enable learners to work					
	prevent injur	ies	togethe goal.	er to achi	ieve a cor	mmon		

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	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending:			Class size:		
Day:	Day:		Date :		
Period :		Lesson:			
Strand : Family and the Community Sub-strand : Personal Safety in the Community					mmunity
Indicator (co		B2. 4.2.1.1:			
-	ndard (code)				
Performance		Learners can describe way	s of	promoting personal hy	giene and safety in the
		community.			,
-		tivity and Innovation Commung and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures	$\overline{}$	O,	
Ref:	RME curricu	ılum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including asse	essm	ent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Friday	Engage	Have learners mention thing	gs th	ey need in promoting	What have we learnt
	learners to	safety in the community: bro	oom	s, scrubbing brushes,	today?
	sing songs	rakes, cutlasses, street lights	s, et	2.	
	and recite	 Let learners talk about thi 	ings	that must be done to	Ask learners to
	familiar	ensure safety in the commu	nity:	clearing of	summarize the main
	rhymes	surroundings, desilting chok	ed g	utters, creating watch-	points in the lesson
		dog groups and reporting cr	imes	or criminals (bad	
		people or bad behaviours), e	etc.		
		Help learners demonstrate	e saf	e community practices.	
		Assessment: let learners des	scrib	e ways of promoting	
		safety in the community.			

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SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Endin	g:			Class size:	
Day:			Di	ate:	
Period :			Le	esson :	
Strand : Wri	ting Conventi			Integrating Grammar in W Compound Sentences)	/ritten Language (Use of
Indicator (co	ode)	B2.5.6.1.1. B2.	5.6.1.2	B2.1.1.3	
Content star	ndard (code)	B2.5.6.1. B2.5	5.6.1.	B2.1.1.	
Performance	e Indicator	• The	learner sho	ould know the structure of	a simple sentence.
				uld recognise nouns in sim	•
				uld use nouns to form simp	
-		tivity and Innovation ng and Problem Solvi		cation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, mark	ers, recorde	ed audios visual	
Ref:	Ghanaian La	anguage curriculum	1		
DAY	Phase 1: Starter (preparing the brain for learning)				Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	know. today? • Write simple sentences on flashcards. • Let learners read the sentences on the flashcard.			Review the lesson with

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		 Show learners the structure of simple sentences on a card. Lead learners through discussions to recognise the structure of a simple sentence. Assessment: let learners identify the structure of a simple sentence.	
sing	ners to s songs recite illiar	 Let learners mention names of people and places they know. Write simple sentences on flashcards and lead learners to read the sentences. Let learners read the sentences as a group. Call learners to read the sentences individually. Assist learners to recognise nouns in simple sentences. Assessment: let learners identify nouns in simple sentences.	What have we learnt today? Review the lesson with learners
sing	ners to s songs recite illiar	 Revise the lesson on nouns with learners. Write simple sentences on flashcards and call learners to read the sentences. Let learners recognise the nouns in the sentence. Let learners use the nouns to form simple sentences. Assessment: let learners use nouns to form simple sentences.	What have we learnt today? Review the lesson with learners

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	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:		Class size:
Day:		Date:
Period :		Lesson:
Strand :	Sub-stra	and :
A. Oral Language	A. P	Presentation
B. Reading		Fluency
C. Writing		Descriptive Writing
D. Using Writing Con	ventions D. S	Spelling
E. Extensive Reading	E. B	Building The Love and Culture of Reading
Indicator (code)	B2.1.10.1.2 B2.2.9.1.3	3. B2.4.12.1.1 B2.5.10.1.1 B2.6.1.1.1
Content standard (code)	B2.1.10.1. B2.2.9.1.	B2.4.12.1. B2.5.10.1. B2.6.1.1.
Core Competencies: Crea Leadership Critical Thinkin	appropriate verbal B. Learners can use consider while reading aloud C. Learners can use son use postering and use postering the series can reading from print and non-stivity and Innovation Committees.	simple sentences to describe feelings. phonics knowledge to spell words with irregular phonic d a variety of age and level-appropriate books and texts
Keywords		

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.						
Ref:	English Lang	English Language curriculum Page						
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections					
Monday	Engage learners to sing songs and recite familiar rhymes	 A. ORAL LANGAUGE Model appropriate posture, eye contact and use verbal and non-verbal clues. Let learners observe and do same. Discuss when to use various postures, eye contact, verbal and non-verbal clues when talking to different people e.g. teacher, friend. Have learners role-play how to maintain appropriate posture, verbal and non-verbal clues in communication. e.g. crossed arms and unblinking eye gaze to indicate disapproval. Assessment: let learners maintain appropriate posture, verbal and non-verbal clues in communication. 	What have we learnt today? Ask learners to summarize the main points in the lesson					
Tuesday	Engage learners to sing songs and recite familiar rhymes	B. READING Have learners use the context in which words are found to confirm or self-correct pronunciation of words while they read aloud. Check intonation as they read to make meaning Assessment: let learners use contextual clues to confirm or self-correct pronunciation while reading aloud.	What have we learnt today? Ask learners to summarize the main points in the lesson					
Wednesday	Engage learners to sing songs and recite familiar rhymes	 C. WRITING Let learners name and describe common objects using adjectives. Let learners name various objects in the classroom. Explain what they have to do. Demonstrate the activity by describing an object in 3-5 sentences. Write the sentences on the board. 	What have we learnt today? Ask learners to summarize the main points in the lesson					

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		Let individuals choose objects and describe them orally and then in writing.	
		Assessment: let learners use simple sentences to describe feelings	
Thursday	Engage learners to sing songs and recite familiar rhymes	 D. WRITING CONVENTIONS AND GRAMMAR USAGE Have learners play the pick and spell game to spell phonetically irregular words. e. g. the, face Have learners use these words in oral and written sentences. Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell. e. g. This is my 	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use phonics knowledge to spell words with irregular phonic letter pattern.	
Friday	Engage learners to sing songs	 E. EXTENSIVE READING Using book tease or book talk, introduce the reading/library time. 	What have we learnt today?
	and recite familiar rhymes	 Have a variety of age appropriate books for learners to make a choice from. Introduce picture or wordless books, pop-up and flip-the-page texts to learners. Encourage them to read individually and in pairs, and provide support and encouragement. 	Ask learners to summarize the main points in the lesson
		Assessment: let learners read a variety of age and level- appropriate books and texts from print and non-print	

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	·	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Endin	g:				Class size:			
Day : Period :				Dat				
renou .				Lesson:				
Strand : DATA			Sub-strand : Data Collection, Organisation, Presentation, Interpretation and Analysis					
Indicator (code) B2		B2.4.1.2.1	2.4.1.2.1					
Content star	ndard (code)	B2.4.1.2.	2.4.1.2.					
Performance	e Indicator	Learners can draw and interpret concrete graphs and pictographs						
-		tivity and Innovations and Problem So		nicat	tion and Collaboration Pe	ersonal Development and		
Keywords								
T. L .R. (s)		Counters						
Ref:	Mathematic	cs curriculum Page	e					
DAY	Phase 1:	Phase 2: Main			Phase 3:			
	Starter	(new learning including assessment)			ent)	Plenary / Reflections		
	(preparing							
	the brain							
	for							
	learning)							
Monday	Sing songs	<u> </u>	•		ce to create concrete	Review the lesson with		
	like:		•	rese	nt data collected (up to	Learners		
		3 categories of data)						

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	ľm		
	counting	Using a one-to-one correspondence solve simple	
	one, what	problems (how many altogether, comparing, or take	
	is one	apart problems) on concrete graphs or pictographs	
		Assessment: have learners to practice with more examples	
Tuesday	Sing songs	Use one-to-many correspondence to create concrete	Review the lesson with
	like:	graphs or pictographs to represent data collected (up to 3 categories of data)	Learners
	ľm		
	counting	Using a one-to-one correspondence solve simple	
	one, what	problems (how many altogether, comparing, or take	
	is one 1 - One is	apart problems) on concrete graphs or pictographs	
	one alone	Assessment: have learners to practice with more	
		examples	
Wednesda	Sing songs	Use one-to-many correspondence to create concrete	Review the lesson with
У	like:	graphs or pictographs to represent data collected (up to 3 categories of data)	Learners
	l'm	Using a one-to-one correspondence solve simple	
	counting	problems (how many altogether, comparing, or take	
	one, what	apart problems) on concrete graphs or pictographs	
	is one	Use one-to-many correspondence to create concrete	
	1 - One is	graphs or pictographs to represent data collected (up to	
	one alone,	3 categories of data)	
	alone it		
	shall be.	Using a one-to-one correspondence solve simple	
	2 - Two	problems (how many altogether, comparing, or take	
	pair, two	apart problems) on concrete graphs or pictographs	
	pair come	Assessment: have learners to practice with more	
	pair let us	examples	
Thursday	Sing songs	Use one-to-many correspondence to create concrete	Review the lesson with
	like:	graphs or pictographs to represent data collected (up to	Learners
		3 categories of data)	
	l'm		
	counting	Using a one-to-one correspondence solve simple	
	one, what	problems (how many altogether, comparing, or take	
	is one	apart problems) on concrete graphs or pictographs	

	1 - One is one alone,.	Assessment: have learners to practice with more examples	
Friday	Sing songs	Use one-to-many correspondence to create concrete	Review the lesson with
	like:	graphs or pictographs to represent data collected (up to	Learners
		3 categories of data)	
	l'm		
	counting	Using a one-to-one correspondence solve simple	
	one, what	problems (how many altogether, comparing, or take	
	is one	apart problems) on concrete graphs or pictographs	
	1 - One is		
	one alone,	Assessment: have learners to practice with more examples	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending	g:			Cla	ass size:	
Day:				Date :		
Period:				Lesson		
Strand:			Sub-stran	nd :		
VISUAL ARTS	5		Displayin	ig and Sh	naring	
PERFORMIN	G ARTS					
Indicator (co	ode)	B2 1.3.5.3 B	2 2.3.5.3			
Content star	ndard (code)	B2 1.3.5. B	2 2.3.5.			
reflect to			can display own visual artworks to share creative experiences that pical issues in other Ghanaian communities can perform own artworks to share creative experiences that			
					r Ghanaian commun	•
		tivity and Innovations and Problem So		unication	n and Collaboration F	Personal Development and
Reywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	,				Plenary / Reflections
Monday	Engage	learners are to: 2	display po	ortfolio d	of own visual	What have we learnt
learners to artworks to educate and in			ate and inf	form the	public on visual	today?
	sing songs and recite	artworks that refl parts of Ghana.	lect topical	l issues	experienced in other	

	familiar rhymes	Assessment: let learners display own visual artworks to share creative experiences that reflect topical issues in other Ghanaian communities	Ask learners to summarize the main points in the lesson
У	Engage learners to sing songs and recite familiar rhymes	Learners are to: ② imitate some music, dance and drama performances of other parts of Ghana to inform and educate the audience on topical issues experienced in those communities; record and report on events to share ideas on topical issues in other parts of Ghana. Assessment: let learners perform own artworks to share creative experiences that reflect topical issues in other Ghanaian communities	What have we learnt today? Ask learners to summarize the main points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:			Class size:	
Day :			Dat	re:	
Period :			Les	son :	
Strand: HUN ENVIRONME	MANS AND TH	HE Sub	-strand : (CLIMATE CHANGE	
Indicator (co	ode)	B2.5.4.1.1			
Content star	ndard (code)	B2.5.4.1.			
Performance	e Indicator	Learners can explain environment	some coi	mmon human activities	that are harmful to the
-		tivity and Innovation Cong and Problem Solving.		tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	rubbish, throwing rubl • Let learners determi	nment (bubish into vone if they appen if y	ush burning, burning of vater bodies). could be harmed by en to you if you breathe	What have we learnt today? Ask learners to summarize the important points of the lesson

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		• Explain to learners that fossil fuels such as the petrol used in cars is causing the world to become warmer,	
		_	
		and affecting the weather.	
		Assessment: let learners explain some common human	
		activities that are harmful to the environment	
Thursday	Engage	Explain to learners that fossil fuels such as the petrol	What have we learnt
	learners to	used in cars is causing the world to become warmer,	today?
	sing songs	and affecting the weather.	Ask learners to
	and recite	If it is a farming community, how has the weather	summarize the
	familiar	patterns changed recently?	important points of the
	rhymes	If it is a fishing community by the ocean, has the	lesson
		ocean been washing away the land?	
		Assessment: let learners explain some common human	

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activities that are harmful to the environment

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Ending:				Class si	ze:
Day:			Date :		
Period :			Lessor	1:	
Strand: Europea	ns in Ghana		Sub-strand : In	ternation	nal Trade Including Slave Trade
Indicator (code)		B2.3.2.	1.1		
Content standar	d (code)	B2.3.2.	1.		
Performance Ind	licator		rs can describe ans and Europe		y trade was carried out between
=	ies: Creativity and Innovational Thinking and Problem S		munication and	Collabor	ation Personal Development and
Keywords			1		
T. L .R. (s)		Picture	S		
Ref:	History cur	riculum	Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2 (new le assessr	arning including	5	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What towns emerged out of the trade between Ghanaians and Europeans?	on the Europe Ghanai Assessr mentio emerge	ment: let learne n the towns tha ed on the coast a of European trac	rs t as a	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	Engage learners to	Name the towns that emerged	What have we learnt today?
,	sing songs and recite familiar rhymes	on the coast as a result of European trade with Ghanaians.	Ask learners to summarize the main points in the lesson
	What towns emerged out of the trade between Ghanaians and Europeans?	Assessment: let learners mention the towns that emerged on the coast as a result of European trade with Ghanaians	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Endin	g:			Class size:	
Day:			С	Pate:	
Period :			L	esson :	
Cture of a NAV	CLODAL CON	45.41.1511 T \/	Code atmosad	. Tankunda esila Cananai	ation.
Strand: IVIY	GLOBAL COM	IIVIUNITY	Sub-strand	: Technology in Communic	cation
Indicator (co	ode)	B2.5.4.1.1.			
Content sta	ndard (code)	B2.5.4.1.			
Performanc	e Indicator	Learners can der	nonstrate se	nding and receiving inform	ation from other gadgets
Core Compe	etencies: Crea	tivity and Innovati	on Communi	cation and Collaboration P	ersonal Development and
		ng and Problem So			
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World	Our People curric	ulum Page		
					1
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asses	sment)	Plenary / Reflections
	(preparing the brain				
	for				
Tuesday	learning)	Cuido loornore th	rough domo	netration to talk about	Mhat have we learnt
Tuesday	Engage			nstration to talk about ive information in a	What have we learnt
	learners to				today?
	sing songs	discussion e.g. Po		gns, newspapers,	Aslalasmanata
	and recite	telephones calls,			Ask learners to
	familiar		data e.g. new	spapers or class registers	summarize the main
	rhymes	to class			points in the lesson
		,	J	onstration, to identify data	
				s, e.g. listening to radio,	
		newspaper, talkir	ng to people,	etc	

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		Assessment: Let learners mention where one can send and receive information	
Thursday	Engage learners to sing songs	Through group work, guide learners to talk about the type of information they should pay attention to e.g. information on their education, parents.	What have we learnt today?
	and recite familiar rhymes	Assessment: Let learners identify the type of information they should pay attention to	Ask learners to summarize the main points in the lesson

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g:				Class size:	
Day:				Date	e:	
Period :				Less	son :	
Strand: VAL	UES AND PSY	CHO-SOCIAL	Sub-stran	d : G	ROUP DYNAMICS	
CONCEPTS, I	PRINCIPLES AI	ND STRATEGIES			~(/	
Indicator (co	ode)	B2.5.3.5.1			,	
Content star	ndard (code)	B2.5.3.5.				
Performance	e Indicator	Learners can parti	icipate pos	itive	ly in physical activities re	ely on cooperation
_		tivity and Innovationg and Problem Sol		nicat	ion and Collaboration Pe	ersonal Development and
Keywords					7,	
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
(for					
	learning)					
Friday	Learners	Emphasise during			•	What have we learnt
	jog round a				k together positively in	today?
	demarcate	doing physical act				
	d area in	gender, physical, o	developme	ental	, etc. differences	Use answers to
	files while					summarise the lesson.
	singing and					
	clapping to					
	warm-up					
	the body					
	for					

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	performan		
	ce and to		
	prevent		
	injuries		
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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Endin	g:			Class size:	
Day:			Da	ite:	
Period :			Le	sson :	
Strand : Fam	nily and the Co	ommunity	ub-strand :	Personal Safety in the Co	mmunity
Indicator (co	ode)	B2. 4.2.1.1:			
Content star	ndard (code)	B2. 4.2.1.			
Performance	e Indicator	Learners can descr community.	ribe ways o	of promoting personal h	ygiene and safety in the
		tivity and Innovation ng and Problem Solvi		ation and Collaboration P	ersonal Development and
Keywords				-	
T. L .R. (s)		Pictures			
Ref:	RME curricu	ılum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning include	ding assess	ment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners draw it communities clean Assessment: let lear our communities clean	rners draw i	keeping our tems used in keeping	What have we learnt today? Ask learners to summarize the main points in the lesson

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NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending:		Class size:	
Day:		Date :	
Period :		Lesson:	
Strand : Writing Conventi	ons / Usage	Sub-strand : Integrating Grammar in (Spelling)	Written Language
Indicator (code)	B2.5.7.1.1	B2.5.7.1.2	
Content standard (code)	B2.5.7.1.	B2.5.7.1.	
Performance Indicator	The learn	er should fill in blank spaces in simple	words
	The learner	er should write four-letter words corr	ectly.
Core Competencies: Crea Leadership Critical Thinkin		on Communication and Collaboration lving.	Personal Development and
Keywords			
T. L .R. (s)	Manila cards, ma	rkers, recorded audios visual	
Ref: Ghanaian La	anguage curriculu	m	
DAY Phase 1:	Phase 2: Main		Phase 3:
Starter	(new learning inc	luding assessment)	Plenary / Reflections
(preparing the brain			
for			
learning)			
Engage leaners to sing songs	• Write words on		What have we learnt today?
and recite familiar	mention the word	k the flashcards in turns and let them d on the card. o spell the words as a group and on	Review the lesson with
rhymes	individual bases.	o spen the words as a group and on	learners
	• Write the word	s on the board leaving out some	

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		letter.	
		Assessment: let learners fill in blank spaces in simple words	
	Engage leaners to	Write the words on the board leaving out some letters.	What have we learnt today?
	sing songs and recite	• Call learners to fill the blank spaces with the correct letter.	
	familiar	Write more words on the board leaving some letters	Review the lesson with
	rhymes	out and call learners to fill the blank spaces with the missing letter.	learners
		Guide learners to fill in blank spaces in simple words.	
		Assessment: let learners write four-letter words correctly.	
	Engage	Let learners say the letters of the alphabet as a	What have we learnt
	leaners to	group.	today?
	sing songs and recite	Call individual learners to say the letters of the	
	familiar	alphabet.	
	rhymes	 Write four-letter words on the board. 	Review the lesson with
	,	 Lead learners to say the words aloud. 	learners

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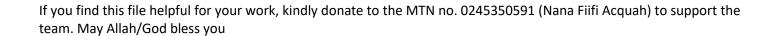
• Help learners to write four-letter words correctly

Assessment: let learners write four-letter words

• Let learners say the words on their own.

correctly.

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	·	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:		(Class size:		
Day:		Date			
r chioù .				7	
Strand :	Sub-strar	nd :			
A. Oral Language	A. Pr	resent	ation		
B. Reading	B. Fl	uency	9		
C. Writing	C. De	escript	tive Writing		
D. Using Writing Con	ventions D. Sp	pelling	,		
E. Extensive Reading	E. Bu	uilding	; The Love and	d Culture of Reac	ding
Indicator (code)	B2.1.10.1.2 B2.2.9.1.3.		B2.4.12.1.1	B2.5.10.1.1	B2.6.1.1.1
Content standard (code)	B2.1.10.1. B2.2.9.1.	Е	32.4.12.1.	B2.5.10.1.	B2.6.1.1.
Leadership Critical Thinkir	A. Learners can main appropriate verbal and B. Learners can use consider while reading aloud. C. Learners can use sind D. Learners use phonic pattern. E. Learners can read and from print and non-pativity and Innovation Communing and Problem Solving.	and no ntextu mple s s knov a varie print	on-verbal cues ual clues to co sentences to c wledge to spel ety of age and	to convey mean infirm or self-con describe feelings Il words with irre	ring. rect pronunciation . egular phonic letter te books and texts
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				
Ref:	English Lang	guage curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections			
Monday	Engage learners to sing songs and recite familiar rhymes	 A. ORAL LANGAUGE Model appropriate posture, eye contact and use verbal and non-verbal clues. Let learners observe and do same. Discuss when to use various postures, eye contact, verbal and non-verbal clues when talking to different people e.g. teacher, friend. Have learners role-play how to maintain appropriate posture, verbal and non-verbal clues in communication. e.g. crossed arms and unblinking eye gaze to indicate disapproval. Assessment: let learners maintain appropriate posture, verbal and non-verbal clues in communication. 	What have we learnt today? Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	B. READING • Have learners use the context in which words are found to confirm or self-correct pronunciation of words while they read aloud. • Check intonation as they read to make meaning Assessment: let learners read aloud.	What have we learnt today? Ask learners to summarize the main points in the lesson			
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING • Let learners name and describe common objects using adjectives. • Let learners name various objects in the classroom. • 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.	What have we learnt today? Ask learners to summarize the main points in the lesson			

		Assessment: let learners use simple sentences to describe feelings	
Thursday	Engage learners to sing songs and recite familiar rhymes	 D. WRITING CONVENTIONS AND GRAMMAR USAGE Have learners play the pick and spell game to spell phonetically irregular words. e. g. the, face Have learners use these words in oral and written sentences. Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell. e. g. This is my Assessment: let learners use phonics knowledge to spell words with irregular phonic letter pattern. 	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	 E. EXTENSIVE READING Using book tease or book talk, introduce the reading/library time. Have a variety of age appropriate books for learners to make a choice from. Introduce picture or wordless books, pop-up and flip-the-page texts to learners. Encourage them to read individually and in pairs, and provide support and encouragement. 	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners read a variety of age and level- appropriate books and texts from print and non-print	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Endin	g:				Class size:	
Day : Period :				Dat	e:	
Strand : DAT	ΓA				ata Collection, Organisa and Analysis	tion, Presentation,
Indicator (co	ode)	B2.4.1.2.1				
Content star	ndard (code)	B2.4.1.2.				
Performance	e Indicator	Learners can drav	w and inter	pret	concrete graphs and pic	tographs
-		tivity and Innovations and Problem So		nicat	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	<u> </u>			
II.C.I.	Widerierilaei	os carriculani i ag				
DAY	Phase 1:	Phase 2: Main				Phase 3:
111	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections
	(preparing	_				
	the brain					
	for					
	learning)					
Monday	Sing songs	<u> </u>	•		ce to create concrete	Review the lesson with
	like:		•	rese	nt data collected (up to	Learners
		3 categories of da	ata)			

like: graphs or pictographs to represent data collected (up to 3 categories of data) I'm counting one, what is one 1 - One is one alone, alone it shall be. Wednesda y like: Using a one-to-many correspondence to create concrete graphs or pictographs to represent data collected (up to 3 categories of data) I'm counting one, what is one 1 - One is one alone, alone it shall be. Using a one-to-one correspondence solve simple problems (how many altogether, comparing, or take apart problems) on concrete graphs or pictographs to represent data collected (up to 3 categories of data) Using a one-to-one correspondence solve simple problems (how many altogether, comparing, or take apart problems) on concrete graphs or pictographs to represent data collected (up to 3 categories of data) Use one-to-many correspondence solve simple problems (how many altogether, comparing, or take apart problems or pictographs to represent data collected (up to 3 categories of data) Use one-to-many correspondence solve simple problems (how many altogether, comparing, or take apart problems (how many altogether, comparing, or take apart problems) on concrete graphs or pictographs Assessment: have learners to practice with more examples	NANA FIIFI ACC	QUAH		
1 - One is one alone, alone it shall be. Wednesda y Wednesda y I'm counting one, what is one alone, alone it shall be. 1 - One is one alone, alone it so counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair Thursday Thursday Sing songs like: S		I'm counting one, what is one 1 - One is one alone, Sing songs like: I'm counting	problems (how many altogether, comparing, or take apart problems) on concrete graphs or pictographs Assessment: have learners to practice with more examples Use one-to-many correspondence to create concrete graphs or pictographs to represent data collected (up to 3 categories of data) Using a one-to-one correspondence solve simple	Review the lesson with Learners
y like: graphs or pictographs to represent data collected (up to 3 categories of data) l'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair Thursday Sing songs like: graphs or pictographs to represent data collected (up to 3 categories of data) Learners Ascessment data collected (up to concate graphs or pictographs Thursday Sing songs like: graphs or pictographs to represent data collected (up to learners)	Wadnasda	1 - One is one alone, alone it shall be.	Assessment: have learners to practice with more examples	Review the lesson with
like: graphs or pictographs to represent data collected (up to Learners		like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us	graphs or pictographs to represent data collected (up to 3 categories of data) Using a one-to-one correspondence solve simple problems (how many altogether, comparing, or take apart problems) on concrete graphs or pictographs Use one-to-many correspondence to create concrete graphs or pictographs to represent data collected (up to 3 categories of data) Using a one-to-one correspondence solve simple problems (how many altogether, comparing, or take apart problems) on concrete graphs or pictographs Assessment: have learners to practice with more	
	Thursday		graphs or pictographs to represent data collected (up to	Review the lesson with Learners

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	l'm	Using a one-to-one correspondence solve simple	
	counting	problems (how many altogether, comparing, or take	
	one, what	apart problems) on concrete graphs or pictographs	
	is one		
	1 - One is	Assessment: have learners to practice with more	
	one alone,	examples	
	alone it		
	shall be.		
Friday	Sing songs	Use one-to-many correspondence to create concrete	Review the lesson with
	like:	graphs or pictographs to represent data collected (up to	Learners
		3 categories of data)	
	l'm		
	counting	Using a one-to-one correspondence solve simple	
	one, what	problems (how many altogether, comparing, or take	
	is one	apart problems) on concrete graphs or pictographs	
	1 - One is		
		Assessment: have learners to practice with more	
		examples	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending:			Class size:		
Day:				Date :	
Period :				Lesson:	
Strand:			Sub-strar	nd:	
VISUAL ART	S		Displayin	g and Sharing	
PERFORMIN	G ARTS				
Indicator (co	ode)	B2 1.3.5.3 B2 2	2.3.5.3		
Content star	ndard (code)	B2 1.3.5. B2 2	2.3.5.		
Performance Indicator		 Learners can display own visual artworks to share creative experiences that reflect topical issues in other Ghanaian communities Learners can perform own artworks to share creative experiences that reflect topical issues in other Ghanaian communities 			
Core Competencies: Crea Leadership Critical Thinkin				unication and Collaboration F	Personal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite	and inform the pu	ublic on vis	visual artworks to educate sual artworks that reflect nother parts of Ghana.	What have we learnt today?

	familiar rhymes	Assessment: let learners display own visual artworks to share creative experiences that reflect topical issues in other Ghanaian communities	Ask learners to summarize the main points in the lesson
Wednesda y	Engage learners to sing songs and recite familiar rhymes	Learners are to: ② imitate some music, dance and drama performances of other parts of Ghana to inform and educate the audience on topical issues experienced in those communities; record and report on events to share ideas on topical issues in other parts of Ghana. Assessment: let learners perform own artworks to share creative experiences that reflect topical issues in other Ghanaian communities	What have we learnt today? Ask learners to summarize the main points in the lesson

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NANA FIIFI ACQUAH	
	LESSON PLAI

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : HUN ENVIRONME	MANS AND TH	HE S	Sub-stran	d : CLIMATE CHANGE	
Indicator (co		B2.5.4.1.1			
Performance	ndard (code) e Indicator		ain some	common human activities	that are harmful to the
=		tivity and Innovation		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	ding asso	essment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	could harm the envirubbish, throwing r • Let learners determined these activities. (W	vironmen rubbish ir rmine if t hat will h Il happer	n different activities that to to (bush burning, burning of action water bodies). They could be harmed by pappen to you if you breathe if you drink water from a	What have we learnt today? Ask learners to summarize the important points of the lesson

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		• Explain to learners that fossil fuels such as the petrol used in cars is causing the world to become warmer, and affecting the weather.	
		Assessment: let learners explain some common human activities that are harmful to the environment	
Thursday	Engage	Explain to learners that fossil fuels such as the petrol	What have we learnt
	learners to	used in cars is causing the world to become warmer,	today?
	sing songs	and affecting the weather.	Ask learners to
	and recite	If it is a farming community, how has the weather	summarize the
	familiar	patterns changed recently?	important points of the
	rhymes	If it is a fishing community by the ocean, has the	lesson
		ocean been washing away the land?	
		Assessment: let learners explain some common human),

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activities that are harmful to the environment

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Ending:			Class si	ze:	
Day:		Date :			
Period :		Lesson	:		
Strand : Europea	ns in Ghana		Sub-strand : In	ternatior	nal Trade Including Slave Trade
Indicator (code)		B2.3.2.	1.1		
Content standar	d (code)	B2.3.2.	1.		
Performance Ind	icator		rs can describe l ans and Europea		y trade was carried out between
=	ies: Creativity and Innovatal Thinking and Problem S		munication and	Collabor	ation Personal Development and
Keywords			1		
T. L .R. (s)		Picture	S		
Ref:	History cur	riculum	Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2 (new le assessr	earning including		Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What towns emerged out of the trade between Ghanaians and Europeans?	on the Europe Ghanai Assessi mentio emerge	ment: let learner n the towns tha ed on the coast a of European trad	of rs t as a	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	Engage learners to	Name the towns that emerged	What have we learnt today?
	sing songs and recite	on the coast as a result of	
	familiar rhymes	European trade with	Ask learners to summarize the
		Ghanaians.	main points in the lesson
	What towns emerged out of the trade between Ghanaians and Europeans?	Assessment: let learners mention the towns that emerged on the coast as a result of European trade with Ghanaians	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Endin	g:			Class size:		
Day:			[Date:		
Period :			L	esson :		
Strand : MY GLOBAL COMI		1MUNITY	MUNITY Sub-strand : Technology in Communication			
		I 50 5 4 4 4				
Indicator (co		B2.5.4.1.1.				
	ndard (code)			A VA J		
Performanc	e Indicator	Learners can der	nonstrate se	nding and receiving inform	nation from other gadgets	
Core Compe	tencies: Crea	tivity and Innovati	on Commun	ication and Collaboration F	Personal Development and	
Leadership (Critical Thinkin	ng and Problem So	lving.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curric	ulum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding asses	sment)	Plenary / Reflections	
	(preparing	A ///.				
	the brain					
	for					
	learning)					
Tuesday	Engage	Guide learners th	rough demo	nstration to talk about	What have we learnt	
	learners to	where one can se	end and rece	ive information in a	today?	
	sing songs	discussion e.g. Po	ster, road si	gns, newspapers,		
	and recite	telephones calls,	SMS, etc.		Ask learners to	
	familiar	Bring sources of o	data e.g. nev	spapers or class registers	summarize the main	
	rhymes	to class			points in the lesson	
		Guide learners, tl	nrough demo	onstration, to identify data		
		and record them	in their bool	ks, e.g. listening to radio,		
		newspaper, talkir	ng to people,	etc		

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		Assessment: Let learners mention where one can send and receive information	
Thursday	Engage learners to sing songs	Through group work, guide learners to talk about the type of information they should pay attention to e.g. information on their education, parents.	What have we learnt today?
	and recite familiar rhymes	Assessment: Let learners identify the type of information they should pay attention to	Ask learners to summarize the main points in the lesson

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NANA FIIFI ACQUAH		
	:	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Ending:				Class si	ze:
Day:			Date :		
Period :			Lesson	1: [
Strand: VALUES AND PAND STRATEGIES	SYCHO-SOCIAL CONCEPTS, PRINC	CIPLES Sub	-strand : C	CRITICAL	.THINKING
Indicator (code)		B2.5.4.1:			
Content standard (cod	e)	B2.5.4.1			
Performance Indicator					and record progress kill in physical activity
•	eativity and Innovation Communiking and Problem Solving.	ication and (Collaborati	ion Pers	onal Development and
Keywords		12			
T. L .R. (s)		cones			
Ref:	PE curriculum	Page			
DAY	Phase 1:	Phase 2: M	ain		Phase 3:
	Starter (preparing the brain for learning)	(new learni assessment	_	ng	Plenary / Reflections
Friday	Learners jog round a	Learners ke	ep record	s of	What have we learnt
	demarcated area in files while singing and clapping to warm-	the progres	• •		today?
	up the body for maximal performance and to prevent injuries	effort and v			Use answers to summarise the lesson.

NANA FIIFI ACQUAH	
	LESSON PLAI

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending:				Class size:		
Day:				Dat	e :	
Period :				Less	son :	
Strand : Fam	nily and the Co	ommunity Si	ub-stran	id : P	ersonal Safety in the Co	mmunity
Indicator (co	ode)	B2. 4.2.1.1:			6/	
Content star	ndard (code)	B2. 4.2.1.				
Performance	e Indicator	Learners can descr community.	ibe way	rs of	promoting personal hy	giene and safety in the
		tivity and Innovation ng and Problem Solvir		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflecti				Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners draw persafe. Assessment: let lear communities safe	·		eep our communities eople who keep our	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by :	Signature:	Date :
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending	g:			Class size:	
Day:			D	ate:	
Period :			Le	esson:	
Strand: Exte	ensive Readin	g/ Children Su	ub-strand	Read short passages of sir	mple sentences of about
Library		fiv	ve to six w	ords	
Indicator (co	ode)	B2.6.2.1.1			
Content star	ndard (code)	B2.6.2.1.			
Performance	e Indicator	The learner should words	ld read short passages of simple sentences of about five to six		
		tivity and Innovation ng and Problem Solvir		cation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, marke	ers, recorde	ed audios visual	
Ref:	Ghanaian La	anguage curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includ	ding assess	sment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)	1.11.1	1		NA/lead leave voe leaved
	Engage leaners to sing songs and recite familiar rhymes	know. • Provide learners w	vith reading e according	I occupational song they g books (the book should g to the number of words ssage in the book.	What have we learnt today? Review the lesson with learners

NANA FIIFI ACQUAH		
Engage leaners to sing songs and recite familiar rhymes	 Let learners read the passage in turns. Assist learners to read short passages of simple sentences of about five to six words in other parts of the book. Assessment: let learners read short passages of simple sentences of about five to six words Let learners sing a traditional occupational song they know. Provide learners with reading books (the book should have a short passage according to the number of words prescribed). Lead learners to read the passage in turns. Assist learners to read short passages of simple sentences of about five to six words in other parts of the book. Assessment: let learners read short passages of simple 	What have we learnt today? Review the lesson with Irners
Engage leaners to sing songs and recite familiar rhymes	 Let learners sing a traditional occupational song they know. Provide learners with reading books (the book should have a short passage according to the number of words prescribed). Lead learners to read the passage in the book. Let learners read the passage in turns. Assist learners to read short passages of simple sentences of about five to six words in other parts of 	What have we learnt today? Review the lesson with learners
	Assessment: let learners read short passages of simple sentences of about five to six words	

Vottod by	Cianatura	Data :
velled by	 Signature:	Date :