

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

WHATSAPP 0245350591

NANA FIFE ACQUAH SCHOOL

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

NANA FIIFI ACQUAH SCHOOL

GENERAL INFORMATION

Name of school.....

District

Management Unit.....

Name of Class Teacher

Class Teachers Reg. No.....

Class

Boys

Girls.....

Average age of pupils.....

YEARLY SCHEME OF LEARNING

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 Culture of Reading	Building The Love and Culture of Reading	Building The Love and Culture of 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 Culture of Reading	Building The Love and Culture of Reading	Building The Love and Culture of Reading
3	Rhymes	Conversation	Conversation
	Word Families-Rhyming Endings and Common Digraph	Word Families-Rhyming Endings and Common Digraphs	Vocabulary
	Writing Letters – Small and Capital	Writing Simple Words and Sentences	Writing Letters – Small and Capital
	Using Capitalisation	Using Capitalisation	Using Simple Preposition
	Building The Love and Culture of Reading	Building The Love and Culture of Reading	Building The Love and Culture of Reading
4	Story Telling	Conversation	Conversation
	Word Families-Rhyming Endings and Common Digraph	Word Families-Rhyming Endings and Common Digraphs	Vocabulary
	Writing Letters – Small and Capital	Writing Simple Words and Sentences	Writing Simple Words and Sentences

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

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

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YEARLY SCHEME OF LEARNING

MATHS

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

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YEARLY SCHEME OF LEARNING

SCIENCE

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

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YEARLY SCHEME OF LEARNING

OWOP

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	The Environment and the Weather	Festivals
2	Myself	The Environment and the Weather	Festivals
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 Weather	Basic Human Rights	Our Neighbouring Countries
7	The Environment and the Weather	Being a Leader	Introduction to Computing
8	The Environment and the Weather	Being a Leader	Sources of Information
9	The Environment and the Weather	Being a Citizen	Technology in 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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YEARLY SCHEME OF LEARNING

RME

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

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YEARLY SCHEME OF LEARNING

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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YEARLY SCHEME OF LEARNING

CREATIVE ARTS

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

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

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YEARLY SCHEME OF LEARNING

GHANAIAN LANGUAGE

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

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9	Penmanship/Handwriting	Writing Simple Words/ Names of People and Places (Proper Nouns) Labelling Items in the Environment/ Classroom	Copying/ Writing Simple Sentences with Correct Spacing
10	Integrating Grammar in Written Language (Capitalization)	Integrating Grammar in Written Language (Use of Action Words)	Integrating Grammar in Written Language (Use of Simple and Compound Sentences)
11	Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of Action Words)	Integrating Grammar in Written Language (Use of Postpositions)	Integrating Grammar in Written Language (Spelling)
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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YEARLY SCHEME OF LEARNING

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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TERMLY SCHEME OF LEARNING

B2 Term 3 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
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

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11	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
12	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

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TERMLY SCHEME OF LEARNING

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

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

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TERMLY SCHEME OF LEARNING

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		
5	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B2. 5.1.1.	B2. 5.1.1.2	Plants and animals in the environment, plastics, stones, pictures videos paper	
6	HUMANS AND THE ENVIRONMENT	DISEASES	B2.5.2.1.	B2.5.2.1.2		
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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TERMLY SCHEME OF LEARNING

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

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6	Oral Language	Listening Comprehension	B2.1.7.1..	B2.1.7.1.4.	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.4.	
	Writing	Writing Simple Words and Sentences	B2.4.5.1.	B2.4.5.1.3.	
	Using Writing Conventions	Using Simple and Compound Sentences	B2.5.9.1.	B2.5.9.1.2	
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
7	Oral Language	Giving and Responding to Commands, Instructions, Directions and Making Requests	B2.1.9.1.	B2.1.9.1.3	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.5	
	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 Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
8	Oral Language	Giving and Responding to Commands, Instructions, Directions and Making Requests	B2.1.9.1.	B2.1.9.1.3	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.5	
	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 Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
9	Oral Language	Presentation	B2.1.10.1	B2.1.10.1.1	Word cards sentence cards, class library
	Reading	Fluency	B2.2.9.1.	B2.2.9.1.2	
	Writing	Controlled Writing	B2.4.7.2..	B2.4.7.2.1.	
	Using Writing Conventions	Spelling	B2.5.10.1.	B2.5.10.1.1	
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
10	Oral Language	Presentation	B2.1.10.1	B2.1.10.1.1	Word cards sentence cards, class library
	Reading	Fluency	B2.2.9.1.	B2.2.9.1.2	
	Writing	Descriptive Writing	B2.4.12.1.	B2.4.12.1.1.	
	Using Writing Conventions	Spelling	B2.5.10.1.	B2.5.10.1.1	
	Extensive Reading	Building The Love and Culture of Reading	B2.6.1.1.	B2.6.1.1.1	
11	Oral Language	Presentation	B2.1.10.1.	B2.1.10.1.2	Word cards

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

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TERMLY SCHEME OF LEARNING

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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TERMLY SCHEME OF LEARNING

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 2.1.1.4.	-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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TERMLY SCHEME OF LEARNING

B2 Term 3 RELIGIOUS AND MORAL EDUCATION

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

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TERMLY SCHEME OF LEARNING

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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TERMLY SCHEME OF LEARNING**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, Manila cards, recorded audio visuals
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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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:		
Day :		Date :		
Period :		Lesson :		
Strand : A. Reading B. Writing C. Using Writing Conventions D. Extensive Reading		Sub-strand : A. Phonics B. Writing Letters – Small and Capital C. Using Simple Preposition D. Building The Love and Culture of Reading		
Indicator (code)	B2.2.2.1.3	B2.4.3.1.3.	B2.5.7.1.2	B2.6.1.1.1
Content standard (code)	B2.2.2.1.	B2.4.3.1.	B2.5.7.1.	B2.6.1.1.
Performance Indicator	A. Learners can use elements of structural analysis to decode unknown words. B. Learners can space words appropriately in sentences. C. Learners can use prepositions to form simple sentences to indicate position and time. D. Learners can read a variety of age and level-appropriate books and texts from print and non-print			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Language curriculum Page			

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections												
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners analyse the basic structure of unknown two-syllable words using specific indicators as a guide. <table border="1" data-bbox="456 506 1097 1026"> <thead> <tr> <th data-bbox="456 506 672 617">Word</th> <th data-bbox="672 506 883 617">Prefix</th> <th data-bbox="883 506 1097 617">root word</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 617 672 770">Unclean</td> <td data-bbox="672 617 883 770">un-</td> <td data-bbox="883 617 1097 770">Clean</td> </tr> <tr> <th data-bbox="456 770 672 890">Word</th> <th data-bbox="672 770 883 890">Suffix</th> <th data-bbox="883 770 1097 890">root word</th> </tr> <tr> <td data-bbox="456 890 672 1026">slowly</td> <td data-bbox="672 890 883 1026">-ly</td> <td data-bbox="883 890 1097 1026">Slow</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • 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”. <p>Assessment: let learners use elements of structural analysis to decode unknown words.</p>	Word	Prefix	root word	Unclean	un-	Clean	Word	Suffix	root word	slowly	-ly	Slow	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Word	Prefix	root word													
Unclean	un-	Clean													
Word	Suffix	root word													
slowly	-ly	Slow													
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learner’s space words appropriately in sentences.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>												

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Provide a short passage containing prepositions that indicate position and time. • Let learners identify the prepositions. e. g. i. Esi sat on a chair in the room. ii. The other pupils stood on the veranda. iii. The teacher went to the classroom at night. <p>Assessment: let learners use prepositions to form simple sentences to indicate position and time.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALGEBRA		Sub-strand : Patterns and Relationships	
Indicator (code)	B2.2.1.1.2		
Content standard (code)	B2.2.1.1.		
Performance Indicator	Learners can identify, create and describe the rule for simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Sing songs like: I'm counting	Find the missing terms in the following: - 9, 1, 3, 5, 9, 1, 3, 5, ___ ; ___ - 2, 4, 6, 8, 10, ___ ; ___, - 5, 10, 15, 20___, ___ ; or - 54, 55, 56, 57, ___, ___ .	Review the lesson with Learners

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	one, what is one	Assessment: have learners to practice with more examples	
Wednesday	Sing songs like: I'm counting one, what is one	Find the missing terms in the following: - 9, 1, 3, 5, 9, 1, 3, 5, ___ ; ___ - 2, 4, 6, 8, 10, ___ ; ___ - 5, 10, 15, 20 ___ , ___ ; or - 54, 55, 56, 57, ___ , ___ . Assessment: 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,	Identify and describe the rules for the following patterns - 2, 4, 6, 8, 10, ... (the rule is "add two") - 5, 10, 15, 20, ... - 20, 18, 16, 14, ... Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one 1 - One is	Identify and describe the rules for the following patterns - 2, 4, 6, 8, 10, ... (the rule is "add two") - 5, 10, 15, 20, ... - 20, 18, 16, 14, ... Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B2 1.1.1.3		
Content standard (code)	B2 1.1.1.		
Performance Indicator	Learners can reflect on own experiences to talk about visual artworks that reflect the natural and manmade environments in other communities in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ identify and talk about the natural and manmade environment (e.g. plants, animals, rivers, buildings, recreational centres, roads, bridges, markets, shopping malls); ☐ engage in a five minutes' environmental walks to observe elements of design (e.g. lines, shapes, colour) and principles of design (e.g. rhythm, balance, proportion) that can be seen in the natural and manmade environments (e.g. vegetation, animals, birds, buildings, recreational	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>centres, roads, bridges, markets, shopping malls, drains, highlands, beaches) ☐ 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;</p> <p>Learners are to:</p> <p>document and record the things and objects found in the natural and manmade environments by taking photographs and making videos for preservation, storage, referencing</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners talk about visual artworks that reflect the natural and manmade environments in other communities in Ghana</p>	
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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	B2.1.1.2.2		
Content standard (code)	B2.1.1.2.2		
Performance Indicator	Learners can group things collected from the environment into living and non-living things.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners bring pictures of various living and non-living things. • Go on a nature walk, observe and collect things from the environment. • In groups learners work to sort out things into living and non-living things (based on the pictures and items collected from the environment). • Learners give reasons for their groupings. <p>Assessment: let learners group things collected from the environment into living and non-living things</p>	What have we learnt today? Ask learners to summarize the important points of the lesson

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : International Trade Including Slave Trade	
Indicator (code)	B2.3.2.1.1		
Content standard (code)	B2.3.2.1.		
Performance Indicator	Learners can describe how early trade was carried out between Ghanaians and Europeans		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How was trade with	Describe how early trade was carried out between Ghanaians and the Europeans Assessment: let learners describe how early trade was carried out between Ghanaians and Europeans	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Festivals	
Indicator (code)	B2.3.2.2. 1.		
Content standard (code)	B2.3.2.2.		
Performance Indicator	Learners can identify things that families do to show their commitment to God		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the religious activities their families perform to show commitment to God: morning devotion, going to church, mosque or the shrine. Learners, in groups, identify the number of times religious activities are performed during the day, week and occasionally.	What have we learnt today? Ask learners to summarize the main 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 to sing songs and recite familiar rhymes	Learners role play what their families do to show commitment to God, e.g. worship, offertory, Sadaqah, Zakat, prayer and fasting. Assessment: Let learners mention what their families do to show commitment to God	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : <ul style="list-style-type: none"> • AEROBIC, ENDURANCE • FLEXIBILITY 	
Indicator (code)	B2.3.3.3.1:	B2.3.4.3.1	
Content standard (code)	B2.3.3.3.	B2.3.4.3.	
Performance Indicator	<ul style="list-style-type: none"> • Learners can perform two set of four continuous abdominal curls. • Learners can Perform lower back stretch 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and	After warm ups learners lie on the back with feet flat, knees bent and arms on the floor by the side with palms down. Lift the head and shoulders forward to about 45 degrees angle with hand support and back to the floor on a two-count rhythm. Learners perform the above activities and record their base performance. Learners repeat another set of the number they perform after 6	What have we learnt today? Use answers to summarise the lesson.

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	<p>clapping to warm-up the body for maximal performance and to prevent injuries</p>	<p>minutes' rest to test their abdominal muscular endurance and keep their record. Learners perform curl-up activities for maintenance and improvement of abdominal muscular endurance. This should be done monthly to test learners' abdominal muscles strength. This should be done regularly at their own pace</p> <p>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.</p>	
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B2. 4.1.1.1		
Content standard (code)	B2. 4.1.1.		
Performance Indicator	Learners can identify things that families do to show their commitment to God.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners mention the religious activities their families perform: morning devotion, going to church, mosque or the shrine. • Let learners in groups, identify the number of times religious activities are performed during the day, week and occasionally Assessment: let learners identify things that families do to show their commitment to God	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Asking and Answering Questions	
Indicator (code)	B2.1.9.1.2.	B2.1.9.1.3	B2.1.9.1.4.
Content standard (code)	B2.1.9.1.	B2.1.9.1.	B2.1.9.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should recognise when to use the question word, “how.” • The learner should recognise and use the question word, “why.” • The learner should answer questions on, ‘who”, “what”, “where” and “when.” 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write some questions on flashcards using the question word “how” and show them to learners. • Lead learners to read the questions. • Let learners form their own questions using the question word under discussion. 	What have we learnt today?

		<ul style="list-style-type: none"> • Assist learners to understand when to use the question word “How” <p>Assessment: let learners form their own questions using the question word “How”</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Write some questions on flashcards and show them to learners. • Lead learners to read the questions. • Let learners form their own questions using the question word under discussion. • Assist learners to recognise when to use the question word “why”. • Let learners form their own questions using the question word under discussion. <p>Assessment: let learners form their own questions using the question word “why.”</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Write questions on flashcards and show them to learners. • Call learners individually to read the questions. • Let learners understand when to use the question words “who,” “what,” “where” and “when”. • Ask learners questions using the question words under discussion and call them to answer the questions (correct learners where necessary). <p>E.g. What is your age? Who is your mother? Where is your teacher? When will you come?</p> <p>Assessment: let learners form their own questions using the question word ‘who’, “what”, “where” and “when.”</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC TWO
WEEK 2**

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Story Telling B. Phonics C. Writing Letters – Small and Capital D. Using Simple Preposition E. Building The Love and Culture of Reading			
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.	B2.4.3.1.	B2.5.7.1.	B2.6.1.1.
Performance Indicator	A. Learners can tell stories from cultural background. B. Learners can use elements of structural analysis to decode unknown words. C. Learners can space words appropriately in sentences. D. Learners can use prepositions to form simple sentences to indicate position and time. E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page														
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections												
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners tell stories from cultural background.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>												
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners analyse the basic structure of unknown two-syllable words using specific indicators as a guide. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Word</td> <td style="text-align: center;">Prefix</td> <td style="text-align: center;">root word</td> </tr> <tr> <td style="text-align: center;">Unclean</td> <td style="text-align: center;">un-</td> <td style="text-align: center;">Clean</td> </tr> <tr> <td style="text-align: center;">Word</td> <td style="text-align: center;">Suffix</td> <td style="text-align: center;">root word</td> </tr> <tr> <td style="text-align: center;">slowly</td> <td style="text-align: center;">-ly</td> <td style="text-align: center;">Slow</td> </tr> </table> <ul style="list-style-type: none"> • 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”. <p>Assessment: let learners use elements of structural analysis to decode unknown words.</p>	Word	Prefix	root word	Unclean	un-	Clean	Word	Suffix	root word	slowly	-ly	Slow	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Word	Prefix	root word													
Unclean	un-	Clean													
Word	Suffix	root word													
slowly	-ly	Slow													
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners space words appropriately in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>												

Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Provide a short passage containing prepositions that indicate position and time. • Let learners identify the prepositions. <p>e. g.</p> <ol style="list-style-type: none"> Esi sat on a chair in the room. The other pupils stood on the veranda. The teacher went to the classroom at night. <p>Assessment: let learners use prepositions to form simple sentences to indicate position and time.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : 2D and 3D Shapes	
Indicator (code)	B2.3.1.1.1		
Content standard (code)	B2.3.1.1.		
Performance Indicator	Learners can identify the common features or attributes of a collection of 3D objects (spheres, cylinders, cones, pyramids, cubes) of different dimensions or orientations		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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

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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B2 2.1.1.3		
Content standard (code)	B2 2.1.1.		
Performance Indicator	Learners can explore own experiences to talk about performing artworks that reflect the natural and manmade environments in other communities in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ talk about the natural and manmade environments (e.g. plants, animals, rivers, buildings, recreational centres, roads, bridges, markets, shopping malls); ☐ engage in out-of-classroom walks to observe the surroundings and assess the state of the natural and built environment for making performing artworks; ☐ document the things found in the natural environment (e.g. movement and sounds made by vehicles, animals, birds, insects, waves, waterfalls,	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>church bells and call to worship) by writing notes, or by audio or video recordings of sounds</p> <p>☑ 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</p> <p>Assessment: let learners talk about performing artworks that reflect the natural and manmade environments in other communities in Ghana</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☑ discuss the characteristics of the things observed in the natural and manmade environments (e.g. slow or fast movement of crawling, running, walking, hopping, swinging, rolling, and jumping animals; rattling fruit pods); ☑ find concepts from the written notes or recordings for composing own songs, stories or poems, and choreographing dance movements based on the natural and manmade environments.</p> <p>Assessment: let learners talk about performing artworks that reflect the natural and manmade environments in other communities in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	B2.1.1.2.2		
Content standard (code)	B2.1.1.2.		
Performance Indicator	Learners can group things collected from the environment into living and non-living things.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners bring pictures of various living and non-living things. • Go on a nature walk, observe and collect things from the environment. • In groups learners work to sort out things into living and non-living things (based on the pictures and items collected from the environment). • Learners give reasons for their groupings. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		Assessment: let learners group things collected from the environment into living and non-living things	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Draw and colour some of the things collected. Project: Learners create some living and non-living things from materials such as clay, blu tack, cardboard or paper Assessment: let learners draw and colour some of the things collected.	What have we learnt today? Ask learners to summarize the important points of the lesson

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : International Trade Including Slave Trade	
Indicator (code)	B2.3.2.1.1		
Content standard (code)	B2.3.2.1.		
Performance Indicator	Learners can describe how early trade was carried out between Ghanaians and Europeans		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How was trade with the Europeans first carried out?	Describe how early trade was carried out between Ghanaians and the Europeans Assessment: let learners describe how early trade was carried out between Ghanaians and Europeans	What have we learnt today? Ask learners to summarize the main points in the lesson

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Festivals	
Indicator (code)	B2.3.2.2. 1.		
Content standard (code)	B2.3.2.2.		
Performance Indicator	Learners can identify things that families do to show their commitment to God		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the religious activities their families perform to show commitment to God: morning devotion, going to church, mosque or the shrine. Learners, in groups, identify the number of times religious activities are performed during the day, week and occasionally.	What have we learnt today? Ask learners to summarize the main 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 to sing songs and recite familiar rhymes	Learners role play what their families do to show commitment to God, e.g. worship, offertory, Sadaqah, Zakat, prayer and fasting. Assessment: Let learners what their families do to show commitment to God	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : BODY COMPOSITION	
Indicator (code)	B2.3.5.3.1		
Content standard (code)	B2.3.5.3.		
Performance Indicator	Learners can identify the various components of human body (bones, muscles, etc.)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body	Use a wall chart of human skeletal system to discuss various components of human system such as bones, muscles, lungs liver, heart, etc.	What have we learnt today? Use answers to summarise the lesson.

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	for maximal performance and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B2. 4.1.1.1		
Content standard (code)	B2. 4.1.1.		
Performance Indicator	Learners can identify things that families do to show their commitment to God.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:		RME curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners to role play what their families do to show commitment to God e.g. worship, offertory, Sadaqah, Zakat, prayer and fasting, etc. Assessment: let learners identify things that families do to show their commitment to God	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Giving and Following Commands / Instructions	
Indicator (code)	B2.1.10.1.1	B2.1.10.1.2	B2.1.10.1.3
Content standard (code)	B2.1.10.1.	B2.1.10.1.	B2.1.10.1.
Performance Indicator	<ul style="list-style-type: none"> The learner should say what a command is. The learner should respond to six to seven commands The learner should discuss the importance of commands and instructions 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Revise the lesson on greetings with learners. Demonstrate command and respond with a learner in class. Discuss what a command is with learners. Assessment: let learners say what a command is.	What have we learnt today? Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Call learners in pairs and let one issue a command for the other to respond to the command. • E.g. Stand up! Sit down! Keep quiet! <p>Assessment: let learners respond to six to seven commands</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write some commands on the board and lead learners to read them. • Let learners read the command as a group and then individually. • Call a learner to come out and issue a command for the class to respond. • 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. <p>Assessment: let learners mention the importance of commands and instructions</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC TWO
WEEK 3**

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Conversation B. Vocabulary C. Writing Letters – Small and Capital D. Using Simple Preposition E. Building 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 demonstrate turn-taking in conversations. B. Learners can use dictionaries and glossaries to clarify meaning of word. C. Learners can space words appropriately in sentences. D. Learners can use prepositions to form simple sentences to indicate position and time. E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners take turns in conversations</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners use dictionaries and glossaries to clarify meaning of word.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners space words appropriately in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Provide a short passage containing prepositions that indicate position and time. • Let learners identify the prepositions. e. g. i. Esi sat on a chair in the room. ii. The other pupils stood on the veranda. iii. The teacher went to the classroom at night. <p>Assessment: let learners use prepositions to form simple sentences to indicate position and time</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : 2D and 3D Shapes	
Indicator (code)	B2.3.1.1.2		
Content standard (code)	B2.3.1.1.		
Performance Indicator	Learners can identify the common features or attributes of a collection of 2D shapes (squares, triangles, rectangles, circles, pentagons, hexagons) of different dimensions or orientations		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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

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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B2 1.2.2.3		
Content standard (code)	B2 1.2.2.		
Performance Indicator	Learners can experiment with available visual arts tools, materials and methods to create own visual artworks that reflect the natural and manmade environments of other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ engage in environmental walks and watch documentaries on the natural and manmade environments ☑ explore the natural and manmade environments to select available materials and tools (e.g. newsprint, 2B pencil, crayon, charcoal) that are suitable for making artworks	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners identify materials and tools that are suitable for making artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ explore the nature and suitability of the tools for designing and making visual artworks. <p>Assessment: let learners create own visual artworks that reflect the natural and manmade environments of other Ghanaian communities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	B2.1.2.3.1		
Content standard (code)	B2.1.2.3.		
Performance Indicator	Learners can describe a solid–solid mixture and explain how to separate the components.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Provide learners with solid materials for them to observe, e.g. sand, gari, saw dust, chalk, charcoal and cowpea. • Learners combine two materials at a time and observe what happens. • Learners talk about the mixtures they have formed. • Ask learners whether the products they have formed are the same as the individual materials. How will they call the material combinations they have formed? 	What have we learnt today? Ask learners to summarize the important points of the lesson

		<ul style="list-style-type: none"> • Assist learners to understand that when they mix two or more things together, they form a mixture and that no new thing forms even though the starting and ending substances may look different from each other. • Explain to learners that they have formed a solid-solid mixture. <p>Assessment: let learners describe a solid–solid mixture</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners explore ways of separating the components of the solids-solid mixtures they have prepared. • Provide more solid materials for learners to do more group activities. • Relate the lesson to everyday life. For example, separation of a mixture of groundnut and sand, sand and stone, and maize and chaff, roasted groundnut and its husks, etc. • Learners to separate some common solid-solid mixtures such as sand and stone, iron nails and sand, gari and groundnut. <p>Assessment: let learners describe a solid–solid mixture and explain how to separate the components.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : International Trade Including Slave Trade	
Indicator (code)	B2.3.2.1.1		
Content standard (code)	B2.3.2.1.		
Performance Indicator	Learners can describe how early trade was carried out between Ghanaians and Europeans		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	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	What have we learnt today? Ask learners to summarize the main points in the lesson

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	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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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Farming in Ghana	
Indicator (code)	B2.4.3.1. 1.		
Content standard (code)	B2.4.3.1.		
Performance Indicator	Learners can describe ways of conserving energy in the home, school and community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Guide learners, through questions and answers, to explain energy conservation e.g. the prevention of the wasteful usage of energy. Guide learners, through think-pair-share, to talk about strategies for energy conservation, e.g. <ul style="list-style-type: none"> • using solar or wind energy instead of petroleum, • making efforts to reduce the consumption of energy (e.g. turning off lights when leaving the room and 	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<ul style="list-style-type: none"> • recycling plastics or paper, using more natural light from the sun). <p>Describe conserving energy in their homes or in the community, using small group drama.</p> <p>Assessment: Let learners describe ways of conserving energy in the home and school</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about ways of conserving energy, e.g. turning off the light, television, iron and fan after use.</p> <p>Learners sing and recite rhymes on how energy can be conserved in the community.</p> <p>Assessment: Let learners describe ways of conserving energy in the community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : FITNESS PROGRAMME	
Indicator (code)	B2.4.1.4.1		
Content standard (code)	B2.4.1.4.		
Performance Indicator	Learners can explain why people participate in physical activities three to four times each week, for at least 30 minutes		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners' their fitness records on Monday of every week to find out the number of time parents have signed that their ward participated in 30 minutes' physical activities. Cross check and give them encouragement to improve upon their physical fitness. Discuss why people participate in physical activities three to four times each week, for at least 30 minutes as to improve their fitness, endurance, cardio-vascular endurance, etc	What have we learnt today? Use answers to summarise the lesson. identify the five major components of physical fitness Give it to them as project and discuss it in class

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B2. 4.1.1.2:		
Content standard (code)	B2. 4.1.1.		
Performance Indicator	Learners can explain the need for commitment to God		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Guide learners to explain the meaning of commitment. • Let learners discuss why we need to be committed to God: <ul style="list-style-type: none"> - It is a command from God. - It attracts blessings from God. • Let learners talk about things they do to show their commitment to God. <p>Assessment: let learners explain the need for commitment to God</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Presentation	
Indicator (code)	B2.1.11.1.1.	B2.1.11.1.2	B2.1.11.1.3
Content standard (code)	B2.1.11.1.	B2.1.11.1.	B2.1.11.1.
Performance Indicator	<ul style="list-style-type: none"> The learner should say the time by the hour. The learner should say the time by half hour The learner should recognise the days of the week in chronological order 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Discuss the various times of the day with learners, e.g., morning, afternoon and evening. Show a clock to learners and ask learners to tell you what the clock is used for. Use the clock to assist learners to tell the time by the hour. E.g. The time is 3 o'clock. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners say the time by the hour	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners say the time by half hour</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Communication</p> <p>Assessment: let learners identify the days of the week in chronological order</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC TWO
WEEK 4**

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Conversation B. Vocabulary C. Writing Simple Words and Sentences D. Using Simple Preposition E. Building The Love and Culture 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.
Performance Indicator	<ul style="list-style-type: none"> A. Learners can ask and answer questions for clarifications about what other people say. B. Learners can use dictionaries and glossaries to clarify meaning of word. C. Learners can draw a picture and write at least a sentence to share an opinion. D. Learners can use prepositions to form simple sentences to indicate position and time. E. Learners can read a variety of age and level-appropriate books and texts from print and non-print 				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Have learners recall the discussion on turn-taking in conversation and state the rules. • Encourage learners to ask and answer questions for clarification on what other learners have said. • Encourage appropriate language use during conversations <p>Assessment: let learners answer questions for clarifications about what other people say.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners use dictionaries and glossaries to clarify meaning of word.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Show pictures of 'smiley/images on your phone or card', e.g. smiling, angry, indifferent or frightened faces, etc. • Let learners study the pictures and interpret them. • Let learners, in pairs, discuss their opinions. <p>The learner's opinion is very important and whatever interpretation learners give must be accepted</p> <p>Assessment: let learners draw a picture and write at least a sentence to share an opinion.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Provide a short passage containing prepositions that indicate position and time. • Let learners identify the prepositions. e. g. i. Esi sat on a chair in the room. ii. The other pupils stood on the veranda. iii. The teacher went to the classroom at night. <p>Assessment: let learners use prepositions to form simple sentences to indicate position and time.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : 2D and 3D Shapes	
Indicator (code)	B2.3.1.1.3		
Content standard (code)	B2.3.1.1.		
Performance Indicator	Learners can create two-dimensional shapes based on given attributes, including number of sides and vertices.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L. R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	learners identify the 2D faces of a given 3D object	Review the lesson with Learners

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

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SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B2.2.2.2.3		
Content standard (code)	B2.2.2.2.		
Performance Indicator	Learners can experiment with available performing arts instruments, resources and techniques to create own artworks that reflect the natural and manmade environments in other communities in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ explore the local environment to select available natural and manmade objects and things that are good for performing music, dance and drama; ☐ 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

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

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : CYCLES		Sub-strand : EARTH SCIENCE	
Indicator (code)	B2.2.1.4.2		
Content standard (code)	B2.2.1.4.		
Performance Indicator	Learners can identify uses of air.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Ask learners to breathe in and out and find out from them what they are breathing in. In groups learners perform the following activities, e.g. filling balloons, pumping tyres, flying kites, cooling the body, supporting burning and if possible show pictures of the activities. <p>Assessment: let learners identify uses of air</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Show pictures of people on a boat wearing life jackets, swimmers on inflated balloons on water.• Create real life problems related to the topic for learners to discuss and come out with possible solutions <p>Assessment: let learners identify uses of air</p>	What have we learnt today? Ask learners to summarize the important points of the lesson
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Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : International Trade Including Slave Trade	
Indicator (code)	B2.3.2.1.1		
Content standard (code)	B2.3.2.1.		
Performance Indicator	Learners can describe how early trade was carried out between Ghanaians and Europeans		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	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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	What items were traded??		
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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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Farming in Ghana	
Indicator (code)	B2.4.4.1. 1		
Content standard (code)	B2.4.4.1.		
Performance Indicator	Learners can explain the importance of farming in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about various farming activities in Ghana Learners visit and observe different farm activities: poultry farm, crop farm, flower garden, etc. Assessment: Let learners mention various farming activities in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : FITNESS PROGRAMME,	
Indicator (code)	B2.4.1.4.2		
Content standard (code)	B2.4.1.4.		
Performance Indicator	Learners can mention the components of physical fitness.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up	Learners identify the five major components of physical fitness as i. cardiovascular ii. muscular strength iii. muscular endurance iv. flexibility v. body composition	What have we learnt today? Use answers to summarise the lesson.

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	the body for maximal performance and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B2. 4.1.1.2:		
Content standard (code)	B2. 4.1.1.		
Performance Indicator	Learners can explain the need for commitment to God		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners, in pairs, share their personal experiences about things they do at home, school, church or mosque and community to show their commitment to God. • Through questions and answers, let learners share their personal experiences in class Assessment: let learners explain the need for commitment to God	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Comprehension	
Indicator (code)	B2.2.6.1.2	B2.2.6.1.3	
Content standard (code)	B2.2.6.1.	B2.2.6.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should make predictions of what will happen next. • The learner should recognise the titles and authors of books 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Discuss the first picture in a story book with learners. • Lead learners to brainstorm on what they think would happen in the next pages or pictures in the story. • Continue to discuss the other pictures with learners making learners keep predicting what they think will happen next. 	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 learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show books to learners. • Help learners recognise titles and authors of the books through discussion <p>Assessment: let learners identify the titles and authors of books</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show books to learners. • Help learners recognise titles and authors of the books through discussion <p>Assessment: let learners identify the titles and authors of books</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC TWO
WEEK 5**

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Writing Simple Words and Sentences D. Using Simple and Compound Sentences E. Building The Love and Culture of Reading			
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.
Performance Indicator	A. Learners can share facts from texts heard with a partner, groups or the teacher. B. Learners can read level-appropriate texts with little support. C. Learners can draw a picture and write at least a sentence to share an opinion. D. Learners can identify nouns and verbs in simple sentences. E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Read an information text aloud to learners, using the KWL Strategy. – KWL Strategy: Before reading, have learners think-pair-share and talk 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 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 <p>Assessment: let learners share facts from texts heard with a partner</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners read different texts with little support from teacher. Gradually, scaffold to help learners read independently <p>Assessment: let learners read level-appropriate texts with little support</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Show pictures of 'smiley/images on your phone or card', e.g. smiling, angry, indifferent or frightened faces, etc. • Let learners study the pictures and interpret them. • Let learners, in pairs, discuss their opinions. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>The learner’s opinion is very important and whatever interpretation learners give must be accepted</p> <p>Assessment: let learners draw a picture and write at least a sentence to share an opinion.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners identify nouns and verbs in simple sentences.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Position/Transformation	
Indicator (code)	B2.3.2.1.1:	B2.3.3.1.1	
Content standard (code)	B2.3.2.1.	B2.3.3.1.	
Performance Indicator	Learners can prove that the placement or direction of a shape or object does not change its length. Learners can demonstrate an understanding of how to measure lengths, capacities or mass - directly or indirectly - using nonstandard units		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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<p>Monday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one</p>	<p>Put sticks of equal length in different places and directions and ask learners to identify the longest; viz. which stick in the figure is longest? Then ask them to pick the sticks and put them side by side to see if they have equal length. Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>								
<p>Tuesday</p>	<p>Sing songs 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 pair</p>	<table border="1" data-bbox="477 583 1159 764"> <tr> <td>Math textbook</td> <td>thumb widths or bottle caps</td> </tr> <tr> <td>Math textbook</td> <td>pencil lengths or match sticks</td> </tr> <tr> <td>Desk</td> <td>hand widths</td> </tr> <tr> <td>Desk</td> <td>pencil lengths or match sticks</td> </tr> </table> <p>E.g. 1. Identifying which of two non-standard units would be a better choice for measuring the length, capacity or mass of an object. (E.g. Put a table (see example) of lengths to be measured and object to be used to measure (thumb width, paper clips, pencil lengths, etc.), estimates, and actual measures. Have learners copy table in their exercise book, record their personal estimates and then work with a partner to measure and record the actual measurements. As learners work, go around the classroom to ensure they are using appropriate procedures Assessment: have learners to practice with more examples</p>	Math textbook	thumb widths or bottle caps	Math textbook	pencil lengths or match sticks	Desk	hand widths	Desk	pencil lengths or match sticks	<p>Review the lesson with Learners</p>
Math textbook	thumb widths or bottle caps										
Math textbook	pencil lengths or match sticks										
Desk	hand widths										
Desk	pencil lengths or match sticks										
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Explain why the number of non-standard units an object measures varies depending upon the size of the non-standard unit used (example: why the measuring lengths using paperclips results in a higher number than measuring lengths with pencils). Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>								

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

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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B2 1.2.3.3		
Content standard (code)	B2 1.2.3.		
Performance Indicator	Learners can create own visual artworks to express own views, knowledge and understanding of topical issues in other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ generate ideas from visual artworks that reflect topical issues in other parts of Ghana Assessment: let learners produce own artworks by 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	What have we learnt today? Ask learners to summarize the main points in the lesson

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Wednesda y	Engage learners to sing songs and recite familiar rhymes	Learners are to create artworks that reflect the topical issues (e.g. road safety campaigns, plastic waste problems) in other communities in Ghana. Assessment: let learners produce own artworks by 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	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : PERSONAL HYGIENE AND SANITATION	
Indicator (code)	B2. 5.1.1.2		
Content standard (code)	B2. 5.1.1.		
Performance Indicator	Learners can know the need for keeping classrooms and school compound clean		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	They observe the ceiling, windows, floors and their sitting areas within the classroom and communicate their findings. • Learners tour the school compound and tell whether it is a clean or dirty compound. Learners discuss the need to keep the classroom and school surroundings clean to avoid sickness, to destroy	What have we learnt today? Ask learners to summarize the important points of the lesson

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

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : International Trade Including Slave Trade	
Indicator (code)	B2.3.2.1.1		
Content standard (code)	B2.3.2.1.		
Performance Indicator	Learners can describe how early trade was carried out between Ghanaians and Europeans		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	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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	What items were traded?		
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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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B2.5.1.1. 1.		
Content standard (code)	B2.5.1.1.		
Performance Indicator	Learners can mention Ghana’s neighbours and locate them on a map		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners locate Ghana’s neighbours on a map of West Africa using the idea of the cardinal points Assessment: let learners mention Ghana’s neighbours and locate them on a map	What have we learnt today? Ask learners to summarize the main points in the lesson

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : HEALTHY DIET	
Indicator (code)	B2.4.2.4.1:		
Content standard (code)	B2.4.2.4.		
Performance Indicator	Learners can sort food into different groups		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	List some foods items and allow learners to sort them into the below groups as home work. i. Carbohydrate ii. Fruit iii. Vegetables iv. Protein v. Mark and discuss the feedback with them.	What have we learnt today? Use answers to summarise the lesson.

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	maximal performance and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B2. 4.1.1.3:		
Content standard (code)	B2. 4.1.1.		
Performance Indicator	Learners can describe factors that promote good relationships between children and their parents.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Lead learners to talk about good relationships. <ul style="list-style-type: none"> • Let learners talk about things that promote good relationships: comportment, respect, love, obedience, humility, friendliness, etc. • Let learners identify their friends and say things they like about them 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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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Comprehension	
Indicator (code)	B2.2.6.1.4.	B2.2.6.1.5	
Content standard (code)	B2.2.6.1.	B2.2.6.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should explain simple vocabulary. • The learner should answer simple questions. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write some simple words on a card. • Let learners pick the cards and mention the words written on it. • Pick the cards at random and show it to learners and ask them to mention the words on the card. • Lead learners to find the meaning of the words. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners explain simple vocabulary	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners answer simple questions.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners answer simple questions.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC TWO
WEEK 6**

NANA FIIFI ACQUAH SCHOOL

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Writing Simple Words and Sentences D. Using Simple and Compound Sentences E. Building The Love and Culture of Reading			
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.
Performance Indicator	<ul style="list-style-type: none"> A. Learners can share facts from texts heard with a partner, groups or the teacher. B. Learners can read level-appropriate texts with little support. C. Learners can draw a picture and write at least a sentence to share an opinion. D. Learners can identify nouns and verbs in simple sentences. E. Learners can read a variety of age and level-appropriate books and texts from print and non-print 				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Read an information text aloud to learners, using the KWL Strategy. – KWL Strategy: Before reading, have learners think-pair-share and talk 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 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 <p>Assessment: let learners share facts from texts heard with a partner, groups or the teacher.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Have learners read different texts with little support from teacher. Gradually, scaffold to help learners read independently <p>Assessment: let learners read level-appropriate texts with little support</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Show pictures of 'smiley/images on your phone or card', e.g. smiling, angry, indifferent or frightened faces, etc. • Let learners study the pictures and interpret them. • Let learners, in pairs, discuss their opinions. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>The learner’s opinion is very important and whatever interpretation learners give must be accepted</p> <p>Assessment: let learners draw a picture and write at least a sentence to share an opinion.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Use questions and samples to learners to identify nouns and verbs in the structure of simple sentences. e. g. <ol style="list-style-type: none"> Ofori danced. (Who danced? What did Ofori do?) Ama laughed. <p>Assessment: let learners identify nouns and verbs in simple sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Measurement- Length, Capacity, Mass and Time	
Indicator (code)	B2.3.3.1.2	B2.3.3.2.1	
Content standard (code)	B2.3.3.1.	B2.3.3.2.	
Performance Indicator	<ul style="list-style-type: none"> Learners can develop an understanding of measuring as a process of comparing three or more items Learners can recognize the need for standard unit of measurement of length 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	Sing songs like: I'm counting one, what is one	Learners bring together several collection of objects in their environment and compare (directly and indirectly) using words such as smaller, smallest, longer, longest, bigger, biggest, heavier, heaviest etc. Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Learners bring together several collection of objects in their environment and compare (directly and indirectly) using words such as smaller, smallest, longer, longest, bigger, biggest, heavier, heaviest etc. Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one,	Mark a learner's height on the wall and ask 4 learners to use their hands pan to measure the height. On the basis of the different measures that would be obtained, get learners to establish the need for use of standard units 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, alone it	Estimate the measure in non-standard units, and then comparing the estimate with the actual measure. E.g. Bring two learners of different heights to the front of the class, take the height of one pupil. On the basis of that height ask a pupil to estimate the height of the other pupil and then measure the actual height to compare with their estimation Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Estimate the measure in non-standard units, and then comparing the estimate with the actual measure. E.g. Bring two learners of different heights to the front of the class, take the height of one pupil. On the basis of that height ask a pupil to estimate the height of the other pupil and then measure the actual height to compare with their estimatio	Review the lesson with Learners

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		Assessment: have learners to practice with more examples	
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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B2 2.2.3.3		
Content standard (code)	B2 2.2.3.		
Performance Indicator	Learners can create performing artworks to express own views, knowledge and understanding of topical issues in other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	learners are to: ☐ select ideas from topical issues in Ghana to create own music, dance, drama, story or poem; Assessment: let learners produce own music, dance and drama by arranging, composing, performing, reciting, dialoguing, dancing, singing, acting, conducting, imitating, drumming, role-playing, etc	What have we learnt today? Ask learners to summarize the main points in the lesson

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : DISEASES	
Indicator (code)	B2.5.2.1.2		
Content standard (code)	B2.5.2.1.		
Performance Indicator	Learners can name some common water-borne diseases and their prevention		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> In groups, learners observe containers of dirty water and clean water. Show pictures or videos of people suffering from diarrhoea, cholera, and typhoid. Ask learners to identify which sample of water (dirty or clean), is likely to contain microorganisms that cause diseases. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<ul style="list-style-type: none"> • Let learners discuss how they will prevent themselves from contracting water-borne diseases (boiling water, filtering water, etc.). <p>Assessment: let learners name some common water-borne diseases</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners discuss how they will prevent themselves from contracting water-borne diseases (boiling water, filtering water, etc.). • Let learners create posters, compose songs or rhymes on how to prevent water- borne diseases. <p>Assessment: let learners name some common water-borne diseases and their prevention</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : International Trade Including Slave Trade	
Indicator (code)	B2.3.2.1.1		
Content standard (code)	B2.3.2.1.		
Performance Indicator	Learners can describe how early trade was carried out between Ghanaians and Europeans		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How did the	Use internet to identify countries with the items they brought that remained part of everyday Ghanaian life: e.g. the Dutch and wax prints Assessment: let learners identify countries with the items they brought that remained part of everyday Ghanaian life	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B2.5.1.1. 1.		
Content standard (code)	B2.5.1.1.		
Performance Indicator	Learners can mention Ghana’s neighbours and locate them on a map.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners locate Ghana’s neighbours on a map of West Africa using the idea of the cardinal points Assessment: Let learners mention Ghana’s neighbours	What have we learnt today? Ask learners to summarize the main points in the lesson

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SAFETY AND INJURIES	
Indicator (code)	B2.4.3.4.1:		
Content standard (code)	B2.4.3.4.		
Performance Indicator	Learners can explain why it is safer to stretch a warm muscle rather than a cold muscle.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	Learners explain that warmed muscles are elastic and can stretch with less damage as cool muscles in physical activity	What have we learnt today? Use answers to summarise the lesson.

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	maximal performance and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B2. 4.1.1.3:		
Content standard (code)	B2. 4.1.1.		
Performance Indicator	Learners can describe factors that promote good relationships between children and their parents.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	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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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Silent Reading Fluency	
Indicator (code)	B2.2.7.1.1	B2.2.8.1.1	
Content standard (code)	B2.2.7.1.	B2.2.8.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should read four to five sentences consisting of eight to ten words • The learner should read aloud words and sentences of about four to five words using correct pronunciation. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Give learners story books consisting of four to five sentences. • Lead learners to read the sentences in the story books. 	What have we learnt today?

		<ul style="list-style-type: none"> • Call learners to read the sentences on individual bases. • Let learners tell what they understand from what they have read. <p>Assessment: let learners read four to five sentences consisting of eight to ten words</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners read aloud words and sentences of about four to five words using correct pronunciation.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners read aloud words and sentences of about four to five words using correct pronunciation.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC TWO
WEEK 7**

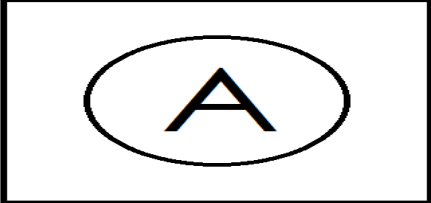
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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Giving and Responding to Commands, Instructions, Directions and Making Requests B. Comprehension C. Controlled Writing D. Using Simple and Compound Sentences E. Building The Love and Culture of Reading			
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.
Performance Indicator	A. Learners can respond to commands, instructions and requests. B. Learners can use visualisation strategy (form mental images about texts) to enhance understanding of level-appropriate texts. C. Learners can re-arrange jumbled sentences logically. D. Learners can identify nouns and verbs in simple sentences. E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • 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. <p>Instruction:</p> <ol style="list-style-type: none"> 1. Draw a circle in a square. 2. Write the letter "A" in the circle. <p>Response:</p> <div style="text-align: center;">  </div> <p>Assessment: let learners respond to commands, instructions and requests</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners construct meaning from texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Tell/Read an interesting story to learners. • Let them retell the story. • Jumble up the sentences making up the story and ask learners to re-arrange them. <p>Assessment: let learners re-arrange jumbled sentences logically.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p style="text-align: center;"><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Use questions and samples to learners to identify nouns and verbs in the structure of simple sentences. e. g. <ul style="list-style-type: none"> i. Ofori danced. (Who danced? What did Ofori do?) ii. Ama laughed. <p>Assessment: let learners identify nouns and verbs in simple sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Measurement- Length, Capacity, Mass and Time	
Indicator (code)	B2.3.3.3.1		
Content standard (code)	B2.3.3.3.		
Performance Indicator	Learners can read the calendar and solve problems involving the number of days in a week and number of months in a year.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Using the calendar to do the following: - Identify or read the day of the week and the month of the year for a given calendar date.	Review the lesson with Learners

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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 is	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 examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	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" <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>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.</p> </div> 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" <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>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.</p> </div> Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B2 1.3.4.3		
Content standard (code)	B2 1.3.4.		
Performance Indicator	Learners can plan a display of own visual artworks to share creative experiences based on ideas that reflect topical issues in other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> talk about how to display artworks (e.g. by hanging and spreading) identify and prepare a venue, select and group artwork Assessment: let learners display their own visual artworks to share creative experiences based on ideas 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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<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: plan the arrangement of own artworks to share ideas, educate and inform the public on topical issues experienced in other parts of Ghana.</p> <p>Assessment: let learners display their own visual artworks to share creative experiences based on ideas that reflect topical issues in other Ghanaian communities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : DISEASES	
Indicator (code)	B2.5.3.1.1		
Content standard (code)	B2.5.3.1.		
Performance Indicator	Learners can identify the technological devices used in the community and describe their impact		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • 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. <p>Assessment: let learners identify the technological devices used in the community</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners brainstorm to find out what will happen if there were no modern technological devices in the community. • Ask learners to draw a technological device that will improve their communities in future <p>Assessment: let learners identify the technological devices used in the community and describe their impact</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : International Trade Including Slave Trade	
Indicator (code)	B2.3.2.1.1		
Content standard (code)	B2.3.2.1.		
Performance Indicator	Learners can describe how early trade was carried out between Ghanaians and Europeans		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What towns emerged out of the trade between Ghanaians and Europeans?	Name the towns that emerged on the coast as a result of European trade with Ghanaians. Assessment: let learners mention 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

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Thursday	Engage learners to sing songs and recite familiar rhymes What towns emerged out of the trade between Ghanaians and Europeans?	Name the towns that emerged on the coast as a result of European trade with Ghanaians. Assessment: let learners mention 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
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Introduction to Computing	
Indicator (code)	B2.5.2.1.1.		
Content standard (code)	B2.5.2.1.		
Performance Indicator	Learners can identify the left, right mouse buttons, use the mouse to perform single and double clicking.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to identify the parts of a mouse. Learners point out parts of the mouse and call out the name of the parts pointed Learners demonstrate how to use the mouse e.g. the left button and perform single and double clicks in a game exercise.	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SUBSTANCES	
Indicator (code)	B2.4.4.4.1:		
Content standard (code)	B2.4.4.4.		
Performance Indicator	Learners can classify PE equipment into new and old		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref: PE curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	Place PE equipment like discus, javelin, etc. on a table and guide learners to sort them into new and old by their appearance and usage	What have we learnt today? Use answers to summarise the lesson.

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	maximal performance and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Family and the Community		Sub-strand : Personal Safety in the Community	
Indicator (code)	B2. 4.2.1.1:		
Content standard (code)	B2. 4.2.1.		
Performance Indicator	Learners can describe ways of promoting personal hygiene and safety in the community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Have learners mention things they need in promoting personal hygiene practices: water, soap, tooth brush and tooth paste, nail cutter, etc. • Let learners talk about things they do to show personal hygiene practices: bathing twice a day, brushing of the teeth, at least, twice daily, washing of clothes regularly, washing of hands regularly, etc. Assessment: let learners describe ways of promoting personal hygiene	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Writing Simple Words/ Names of People and Places (Proper Nouns) Labelling Items in the Environment /Classroom	
Indicator (code)	B2.3.3.2.1		
Content standard (code)	B2.3.3.2.		
Performance Indicator	The learner should label and mention items in the classroom and in the school.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<ul style="list-style-type: none"> • Point to some items in the class and let learners mention the names and draw and label them. <p>Assessment: let learners label and mention items in the classroom and in the school.</p>	
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners label and mention items in the classroom and in the school.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners label and mention items in the classroom and in the school.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC TWO
WEEK 8

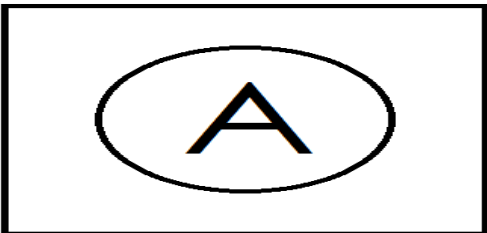
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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Giving and Responding to Commands, Instructions, Directions and Making Requests B. Comprehension C. Controlled Writing D. Using Simple and Compound Sentences E. Building The Love and Culture of Reading			
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.
Performance Indicator	A. Learners can respond to commands, instructions and requests. B. Learners can use visualisation strategy (form mental images about texts) to enhance understanding of level-appropriate texts. C. Learners can re-arrange jumbled sentences logically. D. Learners can identify nouns and verbs in simple sentences. E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • 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. <p>Instruction:</p> <ol style="list-style-type: none"> 1. Draw a circle in a square. 2. Write the letter “A” in the circle. <p>Response:</p> <div style="text-align: center;">  </div> <p>Assessment: let learners respond to commands, instructions and requests</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners construct meaning from texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Tell/Read an interesting story to learners. • Let them retell the story. • Jumble up the sentences making up the story and ask learners to re-arrange them. <p>Assessment: let learners re-arrange jumbled sentences logically</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p style="text-align: center;"><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Use questions and samples to learners to identify nouns and verbs in the structure of simple sentences. <p>e. g.</p> <ul style="list-style-type: none"> i. Ofori danced. (Who danced? What did Ofori do?) ii. Ama laughed. <p>Assessment: let learners identify nouns and verbs in simple sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p style="text-align: center;"><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : Measurement- Length, Capacity, Mass and Time	
Indicator (code)	B2.3.3.3.2		
Content standard (code)	B2.3.3.3.		
Performance Indicator	Learners can use arbitrary units and hour on the clock to measure time to complete simple events.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	1. Ask learners to tell how much time (in terms of arbitrary unit timers like claps, water timers, etc.) it	Review the lesson with Learners

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

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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B2 2.3.4.2		
Content standard (code)	B2 2.3.4.		
Performance Indicator	Learners can plan for a display of own performing artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	learners are to: ☑ watch a short video that shows the natural and manmade environments in other parts of Ghana; ☑ select performances by considering factors such as creativity and originality; Assessment: let learners display their own performing artworks to share creative experiences based on ideas	What have we learnt today? Ask learners to summarize the main points in the lesson

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		that reflect the natural and manmade environments in other Ghanaian communities	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to plan the arrangement of own music, dance and drama to share ideas on the natural and manmade environments of other Ghanaian communities</p> <p>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</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : SCIENCE AND INDUSTRY	
Indicator (code)	B2.5.3.2.1		
Content standard (code)	B2.5.3.2.		
Performance Indicator	Learners can know the ways foods are processed for consumption		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners draw and display the foods they eat every day. Ask learners to state why food must be processed before it is consumed. In groups learners discuss ways of processing foods for consumption. e.g., roasting, frying, and boiling, and communicate their ideas to the whole class. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<p>NB: Assign learners to find out how foods are processed for consumption in their communities before the lesson.</p> <p>Assessment: let learners mention ways of processing foods for consumption.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Present samples of raw food stuffs to learners and let them talk about how they can process them for consumption. • Emphasise the key processing methods such as washing, boiling, frying, baking, roasting, etc. <p>NB: Assign learners to find out how foods are processed for consumption in their communities before the lesson.</p> <p>Assessment: let learners</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson.</p>

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : International Trade Including Slave Trade	
Indicator (code)	B2.3.2.1.1		
Content standard (code)	B2.3.2.1.		
Performance Indicator	Learners can describe how early trade was carried out between Ghanaians and Europeans		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What towns emerged out of the trade between Ghanaians and Europeans?	Name the towns that emerged on the coast as a result of European trade with Ghanaians. Assessment: let learners mention 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

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Thursday	Engage learners to sing songs and recite familiar rhymes What towns emerged out of the trade between Ghanaians and Europeans?	Name the towns that emerged on the coast as a result of European trade with Ghanaians. Assessment: let learners mention 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
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Sources of Information	
Indicator (code)	B2.5.3.1.1.		
Content standard (code)	B2.5.3.1.		
Performance Indicator	Learners can identify sources of information		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Bring real items or pictures of telephone, mobile phone, radio etc., to class. Learners talk about the use of these technological tools. Assessment: Let learners identify sources of information	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners draw the items used for receiving and sending information e.g. mobile phone. Assessment: Let learners draw the items used for receiving and sending information	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : DRUGS	
Indicator (code)	B2.4.5.4.1:		
Content standard (code)	B2.4.5.4.		
Performance Indicator	Learners can Identify types of drugs commonly used by adolescents.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Lead learners to understand the meaning of drug as anything we take in regularly for purpose other than food such as drinking alcohol, taking medicine, smoking, etc. Guide them to mention common drugs used in their community and list them. This should be given to them as project.	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Family and the Community		Sub-strand : Personal Safety in the Community	
Indicator (code)	B2. 4.2.1.1:		
Content standard (code)	B2. 4.2.1.		
Performance Indicator	Learners can describe ways of promoting personal hygiene and safety in the community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Through dramatisation, let learners demonstrate personal hygiene practices Assessment: let learners describe ways of promoting personal hygiene.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Copying /Writing Simple Sentences with Correct Spacing	
Indicator (code)	B2.3.4.1.1		
Content standard (code)	B2.3.4.1.		
Performance Indicator	<ul style="list-style-type: none"> The learner should write short sentences with correct spacing about objects and pets. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Draw objects and pets on a manila card and display it to learners. Lead learners through discussion to mention the things drawn on the card. Use the words to form simple sentences and lead learners to read them aloud. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<ul style="list-style-type: none"> • Let learners read the simple sentences aloud individually • Let learners write simple sentences with correct spacing about objects and pets. <p>Assessment: let learners write short sentences with correct spacing about objects and pets.</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Draw objects and pets on a manila card and display it to learners. • Lead learners through discussion to mention the things drawn on the card. • Use the words to form simple sentences and lead learners to read them aloud. • Let learners read the simple sentences aloud individually • Let learners write simple sentences with correct spacing about objects and pets. <p>Assessment: let learners write short sentences with correct spacing about objects and pets.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Draw objects and pets on a manila card and display it to learners. • Lead learners through discussion to mention the things drawn on the card. • Use the words to form simple sentences and lead learners to read them aloud. • Let learners read the simple sentences aloud individually • Let learners write simple sentences with correct spacing about objects and pets. <p>Assessment: let learners write short sentences with correct spacing about objects and pets.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC TWO
WEEK 9

NANA FIIFI ACQUAH SCHOOL

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Presentation B. Fluency C. Controlled Writing D. Spelling E. Building The Love and Culture of Reading			
Indicator (code)	B2.1.10.1.1	B2.2.9.1.2	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	B2.4.7.2.1	B2.5.10.1.1	B2.6.1.1.1
Performance Indicator	A. Learners can speak with confidence before different audiences. B. Learners can read and recognise 120 sight words. C. Learners can re-arrange jumbled sentences logically. D. Learners use phonics knowledge to spell words with irregular phonic letter pattern. E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • 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. <ol style="list-style-type: none"> i. Where will he go first? ii. What will he be doing there? etc. <p>Assessment: let learners speak with confidence before different audiences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Introduce learners to more sight words in context • Have them identify and use at least 120 sightwords <p>Remember to focus on a few at a time.</p> <p>Assessment: let learners identify and use at least 120 sightwords in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • 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. <ol style="list-style-type: none"> i. Where will he go first? ii. What will he be doing there? etc. <p>Assessment: let learners re-arrange jumbled sentences logically</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • 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. i. This is my-----. <p>Assessment: let learners use phonics knowledge to spell words with irregular phonic letter pattern.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DATA		Sub-strand : Data Collection, Organisation, Presentation, Interpretation and Analysis	
Indicator (code)	B2.4.1.1.1		
Content standard (code)	B2.4.1.1.		
Performance Indicator	Learners can use tallies, checkmarks, charts, lists or objects to collect and organize data to answer and pose questions about themselves, others, or surroundings.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	What is our favourite food or colour or sport?"	Review the lesson with Learners

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

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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS PERFORMING ARTS		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B2 1.1.1.4 B2 2.1.1.4		
Content standard (code)	B2 1.1.1. B2 2.1.1		
Performance Indicator	<ul style="list-style-type: none"> • 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 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite	Learners are to: ☑ discuss the topical issues (e.g. no rainfall, rising temperatures, poor disposal of waste, road safety, burglary) experienced in other communities in Ghana; ☑ identify the causes of those topical issues;	What have we learnt today?

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	familiar rhymes	<p>☑ discuss how to reduce or prevent these topical issues (e.g. protecting the environment, safe use of roads by pedestrians, motorbike riders, drivers of vehicles, and passengers);</p> <p>☑ discuss ways to instil good habits to save the natural environment at home and in the school</p> <p>Assessment: let learners talk about visual artworks produced or found in other parts of Ghana that reflect topical issues in those communities</p>	Ask learners to summarize the main points in the lesson
Wednesda y	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☑ discuss the topical issues (e.g. no rainfall, rising temperatures, flooding, domestic and bush fires, road safety, burglary) of concern in Ghana;</p> <p>☑ identify the causes of these topical issues (e.g. deforestation, poor waste disposal, unsafe driving, illegal mining);</p> <p>☑ 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</p> <p>Assessment: let learners talk about visual artworks produced or found in other parts of Ghana that reflect topical issues in those communities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : CLIMATE CHANGE	
Indicator (code)	B2.5.4.1.1		
Content standard (code)	B2.5.4.1.		
Performance Indicator	Learners can explain some common human activities that are harmful to the environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science 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	<ul style="list-style-type: none"> Let learners come out with different activities that 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 contaminated source?) 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none"> • Explain to learners that fossil fuels such as the petrol used in cars is causing the world to become warmer, and affecting the weather. <p>Assessment: let learners explain some common human activities that are harmful to the environment</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Explain to learners that fossil fuels such as the petrol used in cars is causing the world to become warmer, and affecting the weather. • If it is a farming community, how has the weather patterns changed recently? • If it is a fishing community by the ocean, has the ocean been washing away the land? <p>Assessment: let learners explain some common human activities that are harmful to the environment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Some Selected Individuals	
Indicator (code)	B2.3.2.1.1		
Content standard (code)	B2.3.2.1.		
Performance Indicator	Learners can describe how early trade was carried out between Ghanaians and Europeans		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What towns emerged out of the trade between Ghanaians and Europeans?	Name the towns that emerged on the coast as a result of European trade with Ghanaians. Assessment: let learners mention 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

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Thursday	Engage learners to sing songs and recite familiar rhymes What towns emerged out of the trade between Ghanaians and Europeans?	Name the towns that emerged on the coast as a result of European trade with Ghanaians. Assessment: let learners mention 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
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Technology in Communication	
Indicator (code)	B2.5.4.1.1.		
Content standard (code)	B2.5.4.1.		
Performance Indicator	Learners can demonstrate sending and receiving information from other gadgets		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Guide learners through demonstration to talk about where one can send and receive information in a discussion e.g. Poster, road signs, newspapers, telephones calls, SMS, etc. Bring sources of data e.g. newspapers or class registers to class Guide learners, through demonstration, to identify data and record them in their books, e.g. listening to radio, newspaper, talking to people, etc	What have we learnt today? Ask learners to summarize the main points in the lesson

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

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SELF-RESPONSIBILITY	
Indicator (code)	B2.5.1.5.1		
Content standard (code)	B2.5.1.5.		
Performance Indicator	Learners can accept responsibility for one's own behaviour in a group activity		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up	As learners perform physical activity they develop values like honesty, sincerity, integrity, accountability, fairness, tolerance, respect, patriotism, etc. as values that develop responsible citizens. Set rules for the class and administer sanctions fairly	What have we learnt today? Use answers to summarise the lesson.

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	the body for maximal performance and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Family and the Community		Sub-strand : Personal Safety in the Community	
Indicator (code)	B2. 4.2.1.1:		
Content standard (code)	B2. 4.2.1.		
Performance Indicator	Learners can describe ways of promoting personal hygiene and safety in the community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners draw items used in keeping their bodies clean Assessment: let learners draw items used in keeping their bodies clean	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Copying /Writing Simple Sentences with Correct Spacing	
Indicator (code)	B2.3.4.1.2		
Content standard (code)	B2.3.4.1.		
Performance Indicator	<ul style="list-style-type: none"> The learner should write short sentences with correct spacing about people and places 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Show a picture of people and places to learners. Lead learners to discuss the picture. Use the names of the people and places in the picture to form simple sentences. Lead learners to read the sentences aloud. Let learners read the sentences aloud on their own. Call individual learners to read the sentences. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		Assessment: let learners write short sentences with correct spacing about people and places	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners write short sentences with correct spacing about people and places</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners write short sentences with correct spacing about people and places</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC TWO
WEEK 10**

NANA FIIFI ACQUAH SCHOOL

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Presentation B. Fluency C. Descriptive Writing D. Spelling E. Building 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 with confidence before different audiences. B. Learners can read and recognise 120 sight words. C. Learners can use simple sentences to describe feelings. D. Learners can use phonics knowledge to spell words with irregular phonic letter pattern. E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • 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. <ol style="list-style-type: none"> i. Where will he go first? ii. What will he be doing there? etc. <p>Assessment: let learners speak with confidence before different audiences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners identify and use at least 120 sightwords in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners use simple sentences to describe feelings</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • 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. i. This is my-----. <p>Assessment: let learners use phonics knowledge to spell words with irregular phonic letter pattern.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DATA		Sub-strand : Data Collection, Organisation, Presentation, Interpretation and Analysis	
Indicator (code)	B2.4.1.2.1		
Content standard (code)	B2.4.1.2.		
Performance Indicator	Learners can draw and interpret concrete graphs and pictographs		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Use one-to-many correspondence to create concrete graphs or pictographs to represent data collected (up to 3 categories of data)	Review the lesson with Learners

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

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

Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B2 1.2.2.4.	B2 2.2.2.4.	
Content standard (code)	B2 1.2.2. .	B2 2.2.2.	
Performance Indicator	<ul style="list-style-type: none"> 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 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite	Learners are to: ☐ recall and organise ideas on visual artworks and topical issues in Ghana ☐ develop sketches from ideas and concepts of topical issues to make own visual artworks (e.g. drawing and colouring pictures,	What have we learnt today?

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

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : CLIMATE CHANGE	
Indicator (code)	B2.5.4.1.1		
Content standard (code)	B2.5.4.1.		
Performance Indicator	Learners can explain some common human activities that are harmful to the environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science 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	<ul style="list-style-type: none"> Let learners come out with different activities that 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 contaminated source?) 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none"> • Explain to learners that fossil fuels such as the petrol used in cars is causing the world to become warmer, and affecting the weather. <p>Assessment: let learners explain some common human activities that are harmful to the environment</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Explain to learners that fossil fuels such as the petrol used in cars is causing the world to become warmer, and affecting the weather. • If it is a farming community, how has the weather patterns changed recently? • If it is a fishing community by the ocean, has the ocean been washing away the land? <p>Assessment: let learners explain some common human activities that are harmful to the environment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : International Trade Including Slave Trade	
Indicator (code)	B2.3.2.1.1		
Content standard (code)	B2.3.2.1.		
Performance Indicator	Learners can describe how early trade was carried out between Ghanaians and Europeans		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What towns emerged out of the trade between Ghanaians and Europeans?	Name the towns that emerged on the coast as a result of European trade with Ghanaians. Assessment: let learners mention 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

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Technology in Communication	
Indicator (code)	B2.5.4.1.1.		
Content standard (code)	B2.5.4.1.		
Performance Indicator	Learners can demonstrate sending and receiving information from other gadgets		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Guide learners through demonstration to talk about where one can send and receive information in a discussion e.g. Poster, road signs, newspapers, telephones calls, SMS, etc. Bring sources of data e.g. newspapers or class registers to class Guide learners, through demonstration, to identify data and record them in their books, e.g. listening to radio, newspaper, talking to people, etc Assessment: Let learners mention where one can send and receive information	What have we learnt today? Ask learners to summarize the main points in the lesson

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

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SOCIAL INTERACTION	
Indicator (code)	B2.5.2.5.1		
Content standard (code)	B2.5.2.5.		
Performance Indicator	Learners can participate in a variety of group settings (e.g., partners, small groups, and large groups) without interfering with others		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Discuss with learners as they perform practical activity values such as teamwork, cooperation, patience, respect, tolerance, etc., as qualities that enable learners to work together to achieve a common goal.	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Family and the Community		Sub-strand : Personal Safety in the Community	
Indicator (code)	B2. 4.2.1.1:		
Content standard (code)	B2. 4.2.1.		
Performance Indicator	Learners can describe ways of promoting personal hygiene and safety in the community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Have learners mention things they need in promoting safety in the community: brooms, scrubbing brushes, rakes, cutlasses, street lights, etc. <ul style="list-style-type: none"> • Let learners talk about things that must be done to ensure safety in the community: clearing of surroundings, desilting choked gutters, creating watchdog groups and reporting crimes or criminals (bad people or bad behaviours), etc. • Help learners demonstrate safe community practices. Assessment: let learners describe ways of promoting safety in the community.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Use of Simple and Compound Sentences)	
Indicator (code)	B2.5.6.1.1.	B2.5.6.1.2	B2.1.1.3
Content standard (code)	B2.5.6.1.	B2.5.6.1.	B2.1.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should know the structure of a simple sentence. • The learner should recognise nouns in simple sentences. • The learner should use nouns to form simple sentences 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners mention names of places and people they know. • Write simple sentences on flashcards. • Let learners read the sentences on the flashcard. • Discuss the various parts of the sentence with learners. 	What have we learnt today? Review the lesson with learners

		<ul style="list-style-type: none"> • Show learners the structure of simple sentences on a card. • Lead learners through discussions to recognise the structure of a simple sentence. <p>Assessment: let learners identify the structure of a simple sentence.</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners identify nouns in simple sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners use nouns to form simple sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC TWO
WEEK 11

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Presentation B. Fluency C. Descriptive Writing D. Spelling E. Building The Love and Culture of Reading			
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.	B2.4.12.1.	B2.5.10.1.	B2.6.1.1.
Performance Indicator	<ul style="list-style-type: none"> A. Learners can maintain appropriate posture, eye contact and use appropriate verbal and non-verbal cues to convey meaning. B. Learners can use contextual clues to confirm or self-correct pronunciation while reading aloud. C. Learners can use simple sentences to describe feelings. D. Learners can use phonics knowledge to spell words with irregular phonic letter pattern. E. Learners can read a variety of age and level-appropriate books and texts from print and non-print 				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners maintain appropriate posture, verbal and non-verbal clues in communication.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners use contextual clues to confirm or self-correct pronunciation while reading aloud.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • 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. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> • Let individuals choose objects and describe them orally and then in writing. <p>Assessment: let learners use simple sentences to describe feelings</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • 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. i. This is my-----. <p>Assessment: let learners use phonics knowledge to spell words with irregular phonic letter pattern.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DATA		Sub-strand : Data Collection, Organisation, Presentation, Interpretation and Analysis	
Indicator (code)	B2.4.1.2.1		
Content standard (code)	B2.4.1.2.		
Performance Indicator	Learners can draw and interpret concrete graphs and pictographs		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Use one-to-many correspondence to create concrete graphs or pictographs to represent data collected (up to 3 categories of data)	Review the lesson with Learners

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	I'm counting one, what is one	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 examples	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone	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 examples	Review the lesson with Learners
Wednesday	Sing songs 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	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 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 examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	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	Review the lesson with Learners

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	1 - One is one alone,.	Assessment: have learners to practice with more examples	
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone,	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 examples	Review the lesson with Learners

Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B2 1.3.5.3	B2 2.3.5.3	
Content standard (code)	B2 1.3.5.	B2 2.3.5.	
Performance Indicator	<ul style="list-style-type: none"> 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: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite	learners are to: ☐ display portfolio of own visual artworks to educate and inform the public on visual artworks that reflect topical issues experienced in other parts of Ghana.	What have we learnt today?

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	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
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> 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

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : CLIMATE CHANGE	
Indicator (code)	B2.5.4.1.1		
Content standard (code)	B2.5.4.1.		
Performance Indicator	Learners can explain some common human activities that are harmful to the environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Science 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	<ul style="list-style-type: none"> Let learners come out with different activities that 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 contaminated source?) 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none"> • Explain to learners that fossil fuels such as the petrol used in cars is causing the world to become warmer, and affecting the weather. <p>Assessment: let learners explain some common human activities that are harmful to the environment</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Explain to learners that fossil fuels such as the petrol used in cars is causing the world to become warmer, and affecting the weather. • If it is a farming community, how has the weather patterns changed recently? • If it is a fishing community by the ocean, has the ocean been washing away the land? <p>Assessment: let learners explain some common human activities that are harmful to the environment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : International Trade Including Slave Trade	
Indicator (code)	B2.3.2.1.1		
Content standard (code)	B2.3.2.1.		
Performance Indicator	Learners can describe how early trade was carried out between Ghanaians and Europeans		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What towns emerged out of the trade between Ghanaians and Europeans?	Name the towns that emerged on the coast as a result of European trade with Ghanaians. Assessment: let learners mention 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

NANA FIIFI ACQUAH

Thursday	Engage learners to sing songs and recite familiar rhymes What towns emerged out of the trade between Ghanaians and Europeans?	Name the towns that emerged on the coast as a result of European trade with Ghanaians. Assessment: let learners mention 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
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Technology in Communication	
Indicator (code)	B2.5.4.1.1.		
Content standard (code)	B2.5.4.1.		
Performance Indicator	Learners can demonstrate sending and receiving information from other gadgets		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Guide learners through demonstration to talk about where one can send and receive information in a discussion e.g. Poster, road signs, newspapers, telephones calls, SMS, etc. Bring sources of data e.g. newspapers or class registers to class Guide learners, through demonstration, to identify data and record them in their books, e.g. listening to radio, newspaper, talking to people, etc	What have we learnt today? Ask learners to summarize the main points in the lesson

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

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : GROUP DYNAMICS	
Indicator (code)	B2.5.3.5.1		
Content standard (code)	B2.5.3.5.		
Performance Indicator	Learners can participate positively in physical activities rely on cooperation		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	Emphasise during physical activity that without cooperation learners cannot work together positively in doing physical activities due to cultural, religious, gender, physical, developmental, etc. differences	What have we learnt today? Use answers to summarise the lesson.

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	maximal performance and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Family and the Community		Sub-strand : Personal Safety in the Community	
Indicator (code)	B2. 4.2.1.1:		
Content standard (code)	B2. 4.2.1.		
Performance Indicator	Learners can describe ways of promoting personal hygiene and safety in the community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners draw items used in keeping our communities clean Assessment: let learners draw items used in keeping our communities clean	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Spelling)	
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	<ul style="list-style-type: none"> The learner should fill in blank spaces in simple words The learner should write four-letter words correctly. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners say the letters of the alphabet. Write words on a flashcard. Let learners pick the flashcards in turns and let them mention the word on the card. Lead learners to spell the words as a group and on individual bases. Write the words on the board leaving out some letters. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<ul style="list-style-type: none"> • Call learners to fill the blank spaces with the correct letter. <p>Assessment: let learners fill in blank spaces in simple words</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the words on the board leaving out some letters. • Call learners to fill the blank spaces with the correct letter. • Write more words on the board leaving some letters out and call learners to fill the blank spaces with the missing letter. • Guide learners to fill in blank spaces in simple words. <p>Assessment: let learners write four-letter words correctly.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet as a group. • Call individual learners to say the letters of the alphabet. • Write four-letter words on the board. • Lead learners to say the words aloud. • Let learners say the words on their own. • Help learners to write four-letter words correctly <p>Assessment: let learners write four-letter words correctly.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE
BASIC TWO
WEEK 12**

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SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Presentation B. Fluency C. Descriptive Writing D. Spelling E. Building The Love and Culture of Reading			
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.	B2.4.12.1.	B2.5.10.1.	B2.6.1.1.
Performance Indicator	<ul style="list-style-type: none"> A. Learners can maintain appropriate posture, eye contact and use appropriate verbal and non-verbal cues to convey meaning. B. Learners can use contextual clues to confirm or self-correct pronunciation while reading aloud. C. Learners can use simple sentences to describe feelings. D. Learners use phonics knowledge to spell words with irregular phonic letter pattern. E. Learners can read a variety of age and level-appropriate books and texts from print and non-print 				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners maintain appropriate posture, verbal and non-verbal clues in communication.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners read aloud.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • 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. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners use simple sentences to describe feelings	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • 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. i. This is my-----. <p>Assessment: let learners use phonics knowledge to spell words with irregular phonic letter pattern.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DATA		Sub-strand : Data Collection, Organisation, Presentation, Interpretation and Analysis	
Indicator (code)	B2.4.1.2.1		
Content standard (code)	B2.4.1.2.		
Performance Indicator	Learners can draw and interpret concrete graphs and pictographs		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Use one-to-many correspondence to create concrete graphs or pictographs to represent data collected (up to 3 categories of data)	Review the lesson with Learners

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

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	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 Assessment: have learners to practice with more examples	
Friday	Sing songs like: I'm counting one, what is one 1 - One is	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 examples	Review the lesson with Learners

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SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B2 1.3.5.3 B2 2.3.5.3		
Content standard (code)	B2 1.3.5. B2 2.3.5.		
Performance Indicator	<ul style="list-style-type: none"> • 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: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite	learners are to: ☑ display portfolio of own visual artworks to educate and inform the public on visual artworks that reflect topical issues experienced in other parts of Ghana.	What have we learnt today?

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	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
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> 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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SUBJECT: SCIENCE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : CLIMATE CHANGE	
Indicator (code)	B2.5.4.1.1		
Content standard (code)	B2.5.4.1.		
Performance Indicator	Learners can explain some common human activities that are harmful to the environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science 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	<ul style="list-style-type: none"> Let learners come out with different activities that 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 contaminated source?) 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none"> • Explain to learners that fossil fuels such as the petrol used in cars is causing the world to become warmer, and affecting the weather. <p>Assessment: let learners explain some common human activities that are harmful to the environment</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Explain to learners that fossil fuels such as the petrol used in cars is causing the world to become warmer, and affecting the weather. • If it is a farming community, how has the weather patterns changed recently? • If it is a fishing community by the ocean, has the ocean been washing away the land? <p>Assessment: let learners explain some common human activities that are harmful to the environment</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

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SUBJECT: HISTORY

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : International Trade Including Slave Trade	
Indicator (code)	B2.3.2.1.1		
Content standard (code)	B2.3.2.1.		
Performance Indicator	Learners can describe how early trade was carried out between Ghanaians and Europeans		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What towns emerged out of the trade between Ghanaians and Europeans?	Name the towns that emerged on the coast as a result of European trade with Ghanaians. Assessment: let learners mention 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

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

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Technology in Communication	
Indicator (code)	B2.5.4.1.1.		
Content standard (code)	B2.5.4.1.		
Performance Indicator	Learners can demonstrate sending and receiving information from other gadgets		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Guide learners through demonstration to talk about where one can send and receive information in a discussion e.g. Poster, road signs, newspapers, telephones calls, SMS, etc. Bring sources of data e.g. newspapers or class registers to class Guide learners, through demonstration, to identify data and record them in their books, e.g. listening to radio, newspaper, talking to people, etc	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : CRITICAL THINKING	
Indicator (code)		B2.5.4.1:	
Content standard (code)		B2.5.4.1	
Performance Indicator		Learners can collect data and record progress toward mastery of a motor skill in physical activity	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners keep records of the progress in physical activity, appreciate their effort and work extra for improvement	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Family and the Community		Sub-strand : Personal Safety in the Community	
Indicator (code)	B2. 4.2.1.1:		
Content standard (code)	B2. 4.2.1.		
Performance Indicator	Learners can describe ways of promoting personal hygiene and safety in the community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners draw people who keep our communities safe. Assessment: let learners draw people who keep our communities safe	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading/ Children Library		Sub-strand : Read short passages of simple sentences of about five to six words	
Indicator (code)	B2.6.2.1.1		
Content standard (code)	B2.6.2.1.		
Performance Indicator	The learner should read short passages of simple sentences of about five to six words		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners sing a traditional occupational song they know. • Provide learners with reading books (the book should have a short passage according to the number of words prescribed). • Lead learners to read the passage in the book. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<ul style="list-style-type: none"> • Let learners read the passage in turns. • Assist learners to read short passages of simple sentences of about five to six words in other parts of the book. <p>Assessment: let learners read short passages of simple sentences of about five to six words</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners sing a traditional occupational song they know. • Provide learners with reading books (the book should have a short passage according to the number of words prescribed). • Lead learners to read the passage in the book. • Let learners read the passage in turns. • Assist learners to read short passages of simple sentences of about five to six words in other parts of the book. <p>Assessment: let learners read short passages of simple sentences of about five to six words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners sing a traditional occupational song they know. • Provide learners with reading books (the book should have a short passage according to the number of words prescribed). • Lead learners to read the passage in the book. • Let learners read the passage in turns. • Assist learners to read short passages of simple sentences of about five to six words in other parts of the book. <p>Assessment: let learners read short passages of simple sentences of about five to six words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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