# THE GRANDMOTHER TERM TWO SAMPLE BASIC TWO ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

WHATSAPP 0245350591

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

# **GENERAL INFORMATION**

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

B2 Term 2 MATHEMATICS

WEEKS	STRAND	SUBSTRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Number	Counting, Representation, Cardinality & Ordinality	B2.1.2.4.	B2.1.2.4.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	Number	Counting, Representation, Cardinality & Ordinality	B2.1.2.4.	B2.1.2.4.2	
3	Number	Counting, Representation, Cardinality & Ordinality	B2.1.2.4.	B2.1.2.4.3	Counters, bundle and loose straws, Paper strips, Cut out cards
4	Number	Fractions	B2.1.3.1.	B2.1.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
5	Number	Fractions	B2.1.3.1.	B2.1.3.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
6	Number	Fractions	B2.1.3.1.	B2.1.3.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Number	Money	B2.1.4.1.	B2.1.4.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	ALGEBRA	Patterns and Relationships	B2.2.1.1.	B2.2.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
9	ALGEBRA	Patterns and Relationships	B2.2.1.1.	B2.2.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
10	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B2.3.1.1.	B2.3.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

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	GEOMETRY AND	2D and 3D Shapes	B2.1.4.1.	B2.1.4.1.1	Counters, bundle and
	MEASUREMENT				loose straws, Paper
11					strips, Cut out cards
					strips, cut out cards
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	GEOMETRY AND	Algebraic Expressions	B2.2.1.1.	B2.2.1.1.1	Counters, bundle and
12	MEASUREMENT				loose straws, Paper
12					strips, Cut out cards

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B2 Term 2 HISTORY OF GHANA

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
2	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
3	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
4	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
5	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
6	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
7	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary
8	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary
9	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary
10	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary

11	My Country	Some Selected	B2.2.5.1.	B2.2.5.1.1	Posters,
	Ghana	Individuals			documentary
12	My Country	Some Selected	B2.2.5.1.	B2.2.5.1.1	Posters,
	Ghana	Individuals			documentary

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### B2 Term 2 SCIENCE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	CYCLES	Earth Science	B2.2.1.4.	B2.2.1.4.1	Plants and animals in the environment, plastics, stones,
2	CYCLES	Earth Science	B2.2.1.4.	B2.2.1.4.2	pictures videos paper,
3	SYSTEMS	The Human Body system	B2.3.1.1.	B2.3.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paperGraphite
4	SYSTEMS	The Solar System	B2.3.1.1.	B2.3.2.1.1	pencil, battery and LED
5	FORCES AND ENERGY	Sources and Forms of Energy	B2.4.1.1.	B2.4.1.1.1	
6	FORCES AND ENERGY	Sources and Forms of Energy	B2.4.1.2.	B2.4.1.2.1	graphite pencil, battery and LED pictures videos paper
7	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B2.4.2.1.	B2.4.2.1.1	
8	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B2.4.2.1.	B2.4.2.1.1	
9	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B2.4.2.2.	B2.4.2.2.2	
10	FORCES AND ENERGY	FORCES AND MOVEMENT	B2.4.3.1.	B2.4.3.1.1	
11	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B2.4.2.2.	B2.4.2.2.2	graphite pencil, battery and LED pictures videos paper
12	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B2.4.2.2.	B2.4.2.2.2	

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B2 Term 2 ENGLISH LANGUAGE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.3.	
	Writing	Writing As A Process	B2.4.4.1.	B2.4.4.1.1	
	Using Writing	Using Naming Words	B2.5.4.1.	B2.5.4.1.1	
	Conventions	o sing maning at a sing			
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture Of Reading			
2	Oral Language	Talking About Oneself,	B2.1.6.1.	B2.1.6.1.2	Word cards
	00.	Etc			sentence cards,
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.3	class library
	Writing	Writing As A Process	B2.4.4.1	B2.4.4.1.1	,
	Using Writing	Using Naming Words	B2.5.4.1.	B2.5.4.1.1	
	Conventions	o sing maning at a sing			
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture Of Reading			
3	Oral Language	Talking About Oneself,	B2.1.6.1.	B2.1.6.1.3	Word cards
	00.	Etc			sentence cards,
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.4	class library
	Writing	Writing As A Process	B2.4.5.1.	B2.4.5.1.1	,
	Using Writing	Using Action	B2.5.4.1.	B2.5.4.1.1	
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture Of Reading			
4	Oral Language	Talking About Oneself,	B2.1.6.2.	B2.1.6.2.4	Word cards
		Etc			sentence cards,
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.4	class library
	Writing	Writing As A Process	B2.4.5.1.	B2.4.5.1.2	
	Using Writing	Using Action	B2.5.5.1.	B2.5.5.1.1.	
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture Of Reading			
5	Oral Language	Talking About Oneself,	B2.1.6.2.1	B2.1.6.2.1	Word cards
		Etc			sentence cards,
	Reading	Comprehension	B2.2.7.1	B2.2.7.1.1.	class library
	Writing	Writing As A Process	B2.4.5.1.	B2.4.5.1.2	
	Using Writing	Using Action	B2.5.5.1.	B2.5.5.1.1	
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture Of Reading			
6	Oral Language	Talking About Oneself,	B2.1.6.2.	B2.1.6.2.2	Word cards
		Etc			

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	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.1.	sentence cards,
	Writing	Writing As A Process	B2.4.5.1.	B2.4.5.1.2	class library
	Using Writing	Using Action	B2.5.5.1.	B2.5.5.1.1.	
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture Of Reading			
7	Oral Language	Talking About Oneself,	B2.1.6.2.	B2.1.6.2.3	Word cards
		Etc			sentence cards,
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.2.	class library
	Writing	Narrative Writing	B2.4.5.1.	B2.4.5.1.3	
	Using Writing	Using Action	B2.5.7.1.	B2.5.7.1.1	
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture Of Reading			
8	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.1.	Word cards
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.3	sentence cards,
	Writing	Narrative Writing	B2.4.5.1.	B2.4.5.1.3	class library
	Using Writing	Using Action	B2.5.7.1.	B2.5.7.1.1	•
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture Of Reading			
9	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.2.	Word cards
	Reading	Comprehension	B2.4.7.1.	B2.4.7.1.1	sentence cards,
	Writing	Creative/Free Writing	B2.4.9.3.	B2.4.9.3.2	class library
	Using Writing	Using Action	B2.5.7.1.	B2.5.7.1.1	•
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture Of Reading			
10	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.3	Word cards
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.2	sentence cards,
	Writing	Creative/Free Writing	B2.4.7.1.	B2.4.7.1.1	class library
	Using Writing	Using Action	B2.5.7.1.	B2.5.7.1.2	
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture Of Reading			
11	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.3	Word cards
	Reading	Comprehension	B2.2.7.2	B2.2.7.2.2	sentence cards,
	Multing	Constitute /Fire - NA - 11 - 1	D2 4 F 4		class library
	Writing	Creative/Free Writing	B2.4.5.1.	B2.4.5.1.4	
	Using Writing	Using Qualifying Words:	B2.5.7.1.	B2.5.7.1.2	
	Conventions	Adjectives	D0 6 1 1		
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture Of Reading			
12	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.3	Word cards
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.2	

Writing	Creative/Free Writing	B2.4.5.1.	B2.4.5.1.4	sentence cards,
Using Writing	Using Qualifying Words:	B2.5.7.1.	B2.5.7.1.2	class library
Conventions	Adjectives			
Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
Reading	Culture Of Reading			

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### **B2 Term 2 PHYSICAL EDUCATION**

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Motor Skills and	Manipulative	B2.1.2.1.	B2.1.2.1.10	Balls, Videos and
	Movement Pattern	skills			Picture,
2	Motor Skills and	Manipulative	B2.1.2.1.	B2.1.2.1.11	Drums, Speakers
	Movement Pattern	skills			
3	Motor Skills and	Rhythmic skills	B2.1.3.1.	B2.1.3.1.1	Balls, Videos and
	Movement Pattern				Picture,
4	Motor Skills and	Rhythmic skills	B2.1.3.1.	B2.1.3.1.2	Drums, Speakers
	Movement Pattern				
5	Motor Skills and	Rhythmic skills	B2.2.1.3	B2.1.3.1.3	Balls, Videos and
	Movement Pattern				Picture,
6	Movement Concepts,	Space	B2.2.1.2.	B2.2.1.2.1:	Drums, Speakers
	Principles and Strategies	Awareness,			
7	Movement Concepts,	Dynamics	B2.2.2.2.	B2.2.2.1	Balls, Videos and
	Principles and Strategies				Picture,
8	Movement Concepts,	Relations	B2.2.3.2.	B2.2.3.2.1:	Drums, Speakers
	Principles and Strategies				
9	Movement Concepts,	Body	B2.2.4.2.	B2.2.4.2.1:	Balls, Videos and
	Principles and Strategies	Management			Picture,
					Drums, Speakers
10	Movement Concepts,	Body	B2.2.4.2.	B2.2.4.2.2:	Balls, Videos and
	Principles and Strategies	Management			Picture,
					Drums, Speakers
11	Movement Concepts,	Strategies	B2.2.5.2.	B2.2.5.2.1:	Videos and
	Principles and Strategies				Picture,
					Drums
12	PHYSICAL FITNESS	strength	B2.3.2.3.	B2.3.2.3.1	Videos and
					Picture,
					Drums

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### **B2 Term 2 CREATIVE ARTS**

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B2 1.1.1.	B2 1.1.1.2	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 2.1.1.2	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B2 1.2.2.	B2 1.2.2.2	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B2.2.2.2.	B2.2.2.2.2	-do-
5	Visual arts	Planning, Making and Composing	B2 1.2.3.	B2 1.2.3.2	-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 1.3.5.	B2 1.3.5.2	-do-
8	Performing arts	Displaying and Sharing	B2 2.3.5.	B2 2.3.5.2	-do-
9	Visual and Performing Arts	Appreciating and Appraising (Visual Arts)	B2 1.4.6. B2 2.4.6.	B2 1.4.6.1 B2 2.4.6.1	-do-
10	Visual and Performing Arts	Appreciating and Appraising (Performing Arts)	B2 1.4.7. B2 2.4.7.	B2 1.4.7.1 B2 2.4.7.1	-do-
11	Performing Arts	Display and Sharing School-Based Project	B2 2.3.4.	B2 2.3.4.1	-do-

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		(Visual and Performing Arts)			
12	Visual and Performing Arts	Appreciating and Appraising (Visual and Performing Arts)	B2.1.4.7. B2.2.4.7.	B2.1.4.7.2 B2.2.4.7.1	-do-

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### for B2 Term 2 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Religious practices	Religious Worship,	B2.2.1.1.	B2.2.1.1.1	wall charts, wall
	and their moral	Prayer and other			words, posters,
	implications	Religious Practices			video clip, etc
2	Religious practices	Religious Worship,	B2 2.1.1.	B2 2.1.1.1	wall charts, wall
	and their moral	Prayer and other			words, posters,
	implications	Religious Practices			video clip, etc
3	Religious practices	Religious Worship,	B2 2.1.1.	B2 2.1.1.2	wall charts, wall
	and their moral	Prayer and other			words, posters,
	implications	Religious Practices			video clip, etc
4	Religious practices	Festivals in the Three	B2 2.1.1.	B2 2.1.1.2	wall charts, wall
	and their moral	Major Religions			words, posters,
	implications				video clip, etc
5	Religious practices	Festivals in the Three	B2.2.2.1.	B2.2.2.1.1	wall charts, wall
	and their moral	Major Religions			words, posters,
	implications				video clip, etc
6	Religious practices	Festivals in the Three	B2.2.2.1.	B2.2.2.1.1	wall charts, wall
	and their moral	Major Religions			words, posters,
	implications				video clip, etc
7	Religious Leaders	Early Life of the	B2. 3.1.1.	B2. 3.1.1.1	wall charts, wall
		Leaders of the three			words, posters,
		Major Religions			video clip, etc
8	Religious Leaders	Early Life of the	B2. 3.1.1.	B2. 3.1.1.1	wall charts, wall
		Leaders of the three			words, posters,
		Major Religions			video clip, etc
9	Religious Leaders	Early Life of the	B2. 3.1.1.	B2. 3.1.1.1	wall charts, wall
		Leaders of the three			words, posters,
		Major Religions			video clip, etc
10	Religious Leaders	Early Life of the	B2. 3.1.1.	B2. 3.1.1.2:	wall charts, wall
(		Leaders of the three			words, posters,
		Major Religions			video clip, etc
11	Religious Leaders	Early Life of the	B2. 3.1.1.	B2. 3.1.1.2:	wall charts, wall
		Leaders of the three			words, posters,
		Major Religions			video clip, etc
12	Religious Leaders	Early Life of the	B2. 3.1.1.	B2. 3.1.1.2:	wall charts, wall
		Leaders of the three			words, posters,
		Major Religions			video clip, etc

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for B2 Term OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	All Around Us	Map Making and Land Marks	B2.2.1.3.	B2.2.3.1.1.	Pictures, Charts, Video Clip
2	All Around Us	Population and Settlement	B2.2.4.1.	B2.2.4.1. 1.	Pictures, Charts, Video Clip
3	All Around Us	Worship	B2.3.1.1.	B2.3.1.1.1	Pictures, Charts, Video Clip
4	All Around Us	Worship	B2.3.1.1.	B2.3.1.1.1	Pictures, Charts, Video Clip
5	Our Beliefs And Values	Festivals	B2.3.2.1.	B2.3.2.1.1	Pictures, Charts, Video Clip
6	Our Beliefs And Values	Festivals	B2.3.1.1.	B2.3.2.2. 1	Pictures, Charts, Video Clip
7	Our Beliefs And Values	Basic Human Rights	B2.3.3.1.	B2.3.3.1.1.	Pictures, Charts, Video Clip
8	Our Beliefs And Values	Being a Leader	B2.3.4.1.	B2.3.4.1.1.	Pictures, Charts, Video Clip
9	Our Beliefs And Values	Being a Leader	B2.3.4.1.	B2.3.4.1.1.	Pictures, Charts, Video Clip
10	Our Beliefs And Values	Being a Citizen	B2.4.1.1.	B2.4.1.1.1.	Pictures, Charts, Video Clip
11	Our Beliefs And Values	Being a Citizen	B2.4.1.1.	B2.4.1.1.1.	Pictures, Charts, Video Clip
12	Our Beliefs And Values	Being a Citizen	B2.4.1.1.	B2.4.1.1.1.	Pictures, Charts, Video Clip

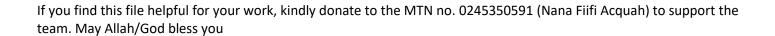
## B2 Term 2 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Oral	Conversation	B2.1.6.1.	B2.1.6.1.1	Drums, drum
	Language		B2.1.6.1.	B2.1.6.1.2	sticks,
			B2.1.7.1.	B2.1.7.1.1	recorded audios,
2.	Oral	Talking about Oneself,	B2.1.7.1.	B2.1.7.1.2	Manila cards,
	Language	Family, People and Places	B2.1.7.1.	B2.1.7.1.3	recorded audio
			B2.1.7.1.	B2.1.7.1.4	visuals
3.	Oral	Listening Comprehension/	B2.1.8.1.	B2.1.8.1.1	Pictures of animals,
	Language	Asking and Answering	B2.1.8.1.	B2.1.8.1.2	Manila cards,
		Questions	B2.1.9.1.	B2.1.9.1.1	markers, recorded
					audiovisual
4.	Reading	Phonics (Blend and Connect	B2.2.4.2.	B2.2.4.2.3	Manila cards,
		Sounds)	B2.2.4.2.	B2.2.4.2.4	markers, recorded
					audio-
					visual
5.	Reading	Vocabulary	B2.2.5.1.	B2.2.5.1.1	Manila cards,
			B2.2.5.1.	B2.2.5.1.2	markers, recorded
					audio- visual
6.	Reading	Vocabulary	B2.2.5.1.	B2.2.5.1.3	Manila Cards,
			B2.2.6.1.	B2.2.6.1.1	Class reader
7.	Writing	Penmanship/	B2.3.1.1.	B2.3.1.1.4	Manila Cards,
	,	Handwriting			Markers
8.	Writing	Writing Simple Words/	B2.3.3.1.	B2.3.3.1.1	Word cards, Manila
		Names of People and Places			card
	1111	(Proper Nouns) Labelling			Markers Word cards Manila card Markers
		Items in the Environment/			ivialilia calu ivial KEIS
		Classroom			
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9.	Writing	Writing Simple Words/ Names of People and Places (Proper Nouns) Labelling Items in the Environment/ Classroom	B2.3.3.1.	B2.3.3.1.2	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing	Integrating Grammar in	B2.5.3.1.	B2.5.3.1.2	Word cards, Manila
	Convention s/	Written Language (Use of	B2.5.3.1.	B2.5.3.1.3	card
	Usage	Action Words)	B2.5.4.1.	B2.5.4.1.1	Markers Word
		Integrating Grammar in			Cards, Manila card,
		Written Language (Use of		-	,
		Qualifying Words)			
11.	Writing	Integrating Grammar in	B2.5.4.1.	B2.5.4.1.2	Reading materials
	Convention s/	Written Language (Use of	B2.5.5.1.	B2.5.5.1.1	
	Usage	Qualifying Words)			
		Integrating Grammar in			
		Written Language (Use of			
12	Extensive	Postpositions)	D2 6 2 1	D2 6 2 4 4	Manila Carda
12.	Extensive Reading/	Read Aloud With Children	B2.6.2.1.	B2.6.2.1.1	Manila Cards, Markers
	Children				
	Library				

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# TERM TWO BASIC TWO WEEK ONE



NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:		Class size:
Day:		Date:
Period:		Lesson:
Strand :	Sub-s	strand:
A. Reading		A. Vocabulary
B. Writing	В	3. Writing As A Process
C. Using Writing Con	ventions	C. Using Naming Words
D. Extensive Reading	D	D. Building The Love And Culture Of Reading
Indicator (code)	B2.2.6.1.3. B2.4.4	4.1.1 B2.5.4.1.1 B2.6.1.1.1
Content standard (code)	B2.2.6.1. B2.4.4	4.1. B2.5.4.1. B2.6.1.1.
Performance Indicator	different contex B. Learners can dra C. Learners can use	aw and label objects found in their environment be the simple present tense to express habitual actions ead a variety of age and level-appropriate books and texts
Leadership Critical Thinki	•	mmunication and Collaboration Personal Development and
Keywords		
T. L .R. (s)	Word cards, sentence clibrary.	cards, letter cards, handwriting on a manila card and a class
Ref: English Lan	guage curriculum Page	

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
	learning)		
Tuesday	Engage	B.READING	What have we learnt
	learners to	Provide examples in contexts to help learners discover	today?
	sing songs	that homonyms have different meanings in different	
	and recite	contexts. e.g. right and bat a. You are right. Raise	Ask learners to
	familiar	your right hand	summarize the main
	rhymes		points in the lesson
		Assessment:	
14/0 duo d -		Let learners list five examples of homonyms	Mhat have weller of
Wednesda	Engage	C. WRITING	What have we learnt
У	learners to	Take learners round to look at charts showing labelled	today?
	sing songs and recite	<ul><li>objects.</li><li>Put learners into groups and ask them to choose an</li></ul>	Ask learners to
	familiar	area in the environment where they will want to make	summarize the main
	rhymes	a list of objects found there (e.g. home, market, shops	points in the lesson
	lilyllics	etc.).	points in the lesson
		ctc.j.	
		Assessment: Let learners draw and label objects from	
		the area studied by their group	
Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Tell learners some of the things you do daily in short	today?
	sing songs	and simple sentences. e.g. I read stories every day.	
	and recite	• Create situations for learners to use the structure. e.g.	Ask learners to
	familiar	i. simple truths	summarize the main
	rhymes	– Lemons are sour.	points in the lesson
		ii. interest	
		- I like playing football.	
		iii. feelings – I am happy. iv. opinions – He is a good	
	1 3	teacher.	
		• Introduce drills for learners to have practice. • Put learners into small groups to discuss given topics, using	
		the structures	
		the structures	
		Assessment: : Let learners use the simple present tense	
		to express habitual actions	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
•	learners to	Use the Author's chair to introduce the reading/library	today?
	sing songs	time.	

# Ask learners to summarize the main points in the lesson NANA FIIFI ACQUAH and recite familiar rhymes Introduce narratives, pop-up and flip-the-page texts to learners. Introduce e-books to learners, if available. For each reading session, guide learners to select books

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Assessment: Guide learners to select books for readings

NANA FIIFI ACQUAH		
	•	LESSON PLAI

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :			Lesson :		
Strand : VISI	JAL ARTS		Sub-stranc	: Thinking and Exploring Id	eas
Indicator (co	ode)	B2 1.1.1.2			
Content star	ndard (code)	B2 1.1.1.2			
Performance	e Indicator	Learners can exp	olore own	experiences to talk about	visual artworks that are
		produced or foun	d in other c	ommunities in Ghana	
Core Compe	tencies: Crea	tivity and Innovation	on Commun	ication and Collaboration P	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Sol	lving.	<i>(</i> ),	
Keywords				<u> </u>	
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding asse	ssment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Wednesda	Engage	Learners are to:			What have we learnt
У	learners to	• talk about the v	visual artwo	rks produced or found in	today?
	sing songs	other parts of Gha	ana		
	and recite	discuss the mate	erials and to	ools that were/are used in	Ask learners to
	familiar	making these arty	works, the p	rocesses and production	summarize the main
	rhymes	techniques, and h	now they are	e used	points in the lesson
		discuss the the	me of the a	rtworks and its social and	
		cultural importan	ce;		
		• identify those w	/ho make a	rtworks;	

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	study the subject matter of the different artworks
	Learners are to:
	examine the type of materials used in making the
	artworks;
	☐ probe how the artworks are made, how they are
	made, the safety rules that are observed, taboos (if any)
	associated with the visual artworks;
	☐ explore the symbolism, function and uses of these
	artworks
	Assessment:
	Learners describe visual artworks that are found in
	other communities in Ghana

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Endin	g:			Class size:		
Day:				Date:		
Period :				Lesson:		
Strand : NUI	MBER		Sub-stranc	d: Counting, Representation, (	Cardinality & Ordinality	
Indicator (co	ode)	B2.1.2.4.1				
Content star	ndard (code)	B2.1.2.4.1				
Performance	e Indicator	Learners can use of	convention	al strategy to add and subtrac	t	
Core Competencies: Creativity and Innovation Commun Leadership Critical Thinking and Problem Solving.			nication and Collaboration Pers	sonal Development and		
Keywords			,			
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	2			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning incl	uding asse	ssment)	Plenary / Reflections	
Tuesday	Sing songs like:	model addition ar	nd subtracti	nd ones) or drawings to on of 1 and 2 digit numbers ith and without regrouping)	Review the lesson with Learners	

NANA FIIFI ACC	QUAH
	l'm

	ľm	and record the process symbolically, using an addition or						
	counting	subtraction frame						
	one, what							
	is one	Tens	Ones		Tens	Ones		
	1 - One is							
	one alone,							
	alone it	+			-			
	shall be.							
	2 - Two							
	pair, two							
	pair come	Assessmen	t: have learr					
	pair let us	examples						
	pair							
Wednesda	Sing songs	Use objects	(groups of	tens an	d ones) or	drawing	s to	Review the lesson
У	like:	model addi	tion and sul	btractio	n of 1 and	2 digit ni	umbers	with Learners
		(with answ	ers within 1	00), wit	h and with	nout regre	ouping)	
	ľm	and record	the process	symbo	lically, usi	ng an add	lition or	
	counting	subtraction	frame					
	one, what							
	is one	Tens	Ones		Tens	Ones		
	1 - One is							
	one alone,						_	
	alone it	+			-			
	shall be.							
	2 - Two			_		1		
	pair, two							
	pair come	Assessmen	t: have lear	ners to	practice w	ith more		
	pair	examples						
Thursday	Sing songs	Use objects	(groups of	tens an	d ones) or	drawing	s to	Review the lesson
	like:	model addi	tion and sul	btractio	n of 1 and	2 digit n	umbers	with Learners
		(with answ	ers within 1					
	I'm	and record	the process	symbo	lically, usi	ng an add	lition or	
	counting	subtraction frame						
	one, what							
	is one	Tens	Ones		Tens	Ones		
	1 - One is			-				
	one alone,							
	alone it	+			-			
	shall be.							
				L			•	

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		Assessment: have learners to practice with more examples
Friday	Sing songs like:	Use objects (groups of tens and ones) or drawings to model addition and subtraction of 1 and 2 digit numbers (with answers within 100), with and without regrouping) and record the process symbolically, using an addition or
	counting one, what	subtraction frame
	is one 1 - One is one alone, alone it shall be.	Tens Ones Tens Ones -
	2 - Two pair, two pair	Assessment: have learners to practice with more examples

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	 LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand: CYC	CLES		Sub-stran	d : EARTH SCIENCE	
Indicator (co	ode)	B2.2.1.4.1			
Content sta	ndard (code)	B2.2.1.4.		. \ \ \	
Performanc	e Indicator	Learners can find	out the qu	alities of good drinking wate	r
		tivity and Innovations and Problem Sol		nication and Collaboration Pe	ersonal Development and
Leadership (	LITTICAL TITTIKII	ig and Problem 30	iving.	<i>() ) , , , , , , , , , ,</i>	
Keywords				<b>)</b> -	
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
	-				Ι
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding asse	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Thursday	Engage	Learners mention	the source	es of water we drink and	What have we learnt
	learners to	use in their home	s and com	munities.	today?
	sing songs	Supply learners	with samp	les of water from different	
	and recite	sources, i.e. river,	pond, wel	l and bottled water.	Ask learners to
	familiar	Caution: learners	should not	taste any of the water	summarize the
	rhymes	samples.			important points of the
		• In groups learne	ers examin	e the water samples for the	lesson
		following: solid pa	articles (us	ing hand lens), colour and	

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	Each group presents their findings.
	Display to learners, samples of good drinking water and assist them to infer that good drinking water has no
	colour, and no odour and is free from solid particles.
	Learners explain what will happen when they drink
	water that has particles, odour and colour in it.
	Assessment: Learners mention the qualities of good
	drinking water

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	 LESSON PLAN	

## SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending	g:				Class size:	
Day:				Date	e :	
Period :				Less	son:	
Strand : Reli	gious Practice	es and their Moral	Sub-stran	<b>d :</b> R	eligious Worship in the	Three Major Religions in
Implications			Ghana			
Indicator (co	ode)	B2. 2.1.1.1				
Content star	ndard (code)	B2. 2.1.1.				
Performance	e Indicator	Learners can Expl	ain the mo	de o	f worship	
-		tivity and Innovationg and Problem Sol		nicat	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Engage learners v	vith video c	lips	or pictures of people at	What have we learnt
learners to worship.						today?
	sing songs	• If possible, take learners t			church, mosque or the	
	and recite	shrine to observe	the mode	of w	orship	Ask learners to
	familiar					summarize the main
	rhymes	Assessment:				points in the lesson
	)	Let learners expl	ain the mod	de of	f worship	

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	LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Ending:					Class size:	
Day:			Dat	e :		
Period :				Les	son :	
Strand : My	Country Ghar	na	Sub-stran	i <b>d</b> : N	Najor Historical Locations	
Indicator (co	ode)	B2.2.4.1.1				
Content star	ndard (code)	B2.2.4.1.				
Performance	e Indicator					orical locations. Examples , Assin Manso slave site,
=		tivity and Innovatio ng and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)				Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	with the oldest loo	cation). earners Id		tions in Ghana (starting by the major historical	What have we learnt today?  Ask learners to summarize the main points in the lesson

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	Where are		
	the major		
	historical		
	locations?		
	What do		
	these		
	locations		
	tell us		
	about our		
	history?		
Thursday	Engage	Identify the major historical locations in Ghana (starting	What have we learnt
	learners to	with the oldest location).	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: Let learners Identify the major historical	summarize the main
	rhymes	locations in Ghana	points in the lesson

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	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand: MOTOR SKILL AND MOVEMENT Sub-stra			Sub-strar	d: MANIPULATIVE SKILLS	
PATTERNS					
Indicator (co	ode)	B2.1.2.1.10			
Content sta	ndard (code)	B2.1.2.1.			
Performanc	e Indicator	Learners can foot	-dribble by	controlling a ball on the gro	und
		tivity and innovati ng and Problem So		nication and Collaboration P	ersonal Development and
Leadership	LITUCAL ITIIITKII	ig and Problem 30	ivilig.		
Keywords					
-					
T. L .R. (s)		cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Friday	Learners		•	atterns and learners. Have	What have we learnt
	jog round a			gh the cones at their own	today?
	demarcate	pace. Observe the	eir practice	and give them corrective	
	d area in	feedback for imp	rovement		Use answers to
	files while				summarise the lesson.
	singing and				
	clapping to				
	warm-up				
	the body				
	for				
	maximal				
	performan				

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	ce and to		
	prevent		
	injuries		
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Endin	g:			Class size:	
Day:			Da	te :	
Period :			Les	son :	
Strand : ALL	AROUND US	Si	ub-strand :	Map Making and Lai	nd Marks
Indicator (co	ode)	B2.2.3.1. 1			
Content star	ndard (code)	B2.2.3.1.			
Performanc	e Indicator	Learners can Sketch	and locate	things in the classro	om
Core Compe	tencies: Crea	tivity and Innovation	Communica	tion and Collaborat	ion Personal Development and
Leadership (	Critical Thinkin	ng and Problem Solvir	ng.	9/	
Keywords				-	
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curriculu	m Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includ	ding assessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage	Observe the shape of			What have we learnt
	learners to	Sketch and colour th	ne shape of	the classroom, e.g.	today?
	sing songs				
	and recite		7		Ask learners to
	familiar				summarize the main
	rhymes				points in the lesson
		Square, Rectangle, F	Round. (Who	ole-class discussion)	:
		Learners share their	•	•	

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		Assessment:  Let learners Sketch and colour the shape of things in the classroom	
Thursday	Engage learners to sing songs and recite familiar rhymes	Observe and sketch houses, school buildings and other facilities in the community  Assessment: Let learners Sketch and colour the houses in the community	What have we learnt today?  Ask learners to summarize the main points in the lesson

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	•	LESSON PLAI

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending	g:			Class size:	
Day :				Date :	
Period :				Lesson:	
Strand : Oral	Language		Sub-stran	d: Conversation	
Indicator (co	de)	B2.1.6.1.1	B2.1.6.1	l.2 B2.1.7.1.1.	
Content star	ndard (code)	B2.1.6.1.	B2.1.6.1	1. B2.1.7.1.1.	
	<ul> <li>The learner should discuss occasions to greet and talk about the importance of greetings.</li> <li>The learner should discuss the greetings associated with different occasions.</li> <li>The learner should narrate an experience at the market.</li> </ul>		ed with different narket.		
_		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and
Keywords	<				
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asso	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite	a teacher in school	ol in the m	hat they do when they meet orning. eeting to learners.	What have we learnt today?

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familiar rhymes	<ul> <li>Lead learners through discussions to recognise the various occasions to greet.</li> <li>Pick about three occasions and discuss their greetings with learners. E.g. Festivals, birth, death, etc.</li> <li>Lead learners to discuss the values of greetings. E.g.to show respect, politeness, concern, friendliness, phatic communion, etc.</li> <li>Assessment: let learners talk about the importance of greetings.</li> </ul>	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	Let learners mention some occasions they know.	What have we learnt today?  Review the lesson with learners
	Assessment: let learners mention greetings associated with different occasions.	
Engage leaners to sing songs and recite familiar	<ul> <li>Show a picture of a market to learners.</li> <li>Discuss the picture with learners.</li> <li>Discuss what goes on at the market with learners.</li> <li>Ask learners to tell their experiences at the market.</li> </ul>	What have we learnt today?
rhymes	Assessment: let learners narrate an experience at the market	Review the lesson with learners

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# TERM TWO BASIC TWO WEEK TWO

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:		Class size:
Day:		Date:
Period :		Lesson:
Strand :	Sub-stra	and :
A. Oral Language	A. T	Talking About Oneself, Etc
B. Reading	B. V	Vocabulary
C. Writing	C. V	Writing As A Process
D. Using Writing Con	ventions D. U	Using Naming Words
E. Extensive Reading	E. B	Building The Love And Culture Of Reading
Indicator (code)	B2.1.6.1.2 B2.2.6.1.3.	B2.4.4.1.1 B2.5.4.1.1 B2.6.1.1.1
Content standard (code)	B2.1.6.1. B2.2.6.1.	B2.4.4.1. B2.5.4.1. B2.6.1.1.
Performance Indicator	different contexts C. Learners can draw a D. Learners can use the E. Learners can read a from print and non-	awareness that homonyms have different meanings in and label objects found in their environment he simple present tense to express habitual actions a variety of age and level-appropriate books and texts
-	-	nunication and Collaboration Personal Development and
Leadership Critical Thinkin	ng and Problem Solving.	
Keywords		
T. L .R. (s)	Word cards, sentence cards	ds, letter cards, handwriting on a manila card and a class
	library.	

Ref:	English Language curriculum Page				
Monday	Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes	Phase 2: Main (new learning including assessment)  A. ORAL LANGAUGE Introduce the day's topic and show pictures of activities at home.  • Have learners think-pair-share the domestic activities.  • Have learners talk about which of the events they like most and why they like them.  • Have learners role-play some of the scenes. E.g. People engaged in domestic chores. People at table.	Phase 3: Plenary / Reflections  What have we learnt today?  Ask learners to summarize the main points in the lesson		
Tuesday	Engage learners to sing songs and recite familiar rhymes	Assessment: let learners talk about events at home B.READING  Provide examples in contexts to help learners discover that homonyms have different meanings in different contexts. e.g. bat. I saw a bat fly this morning. My mother bought a tennis bat for me.  Assessment: let learners use homonyms to form different sentences	What have we learnt today?  Ask learners to summarize the main points in the lesson		
Wednesda y	Engage learners to sing songs and recite familiar rhymes	C. WRITING Let learners draw and label objects from the area studied by their group.  • Help them to edit their work particularly spelling and spacing.  • Let learners write their names under their work and post their charts on the walls of the classroom for peer review	What have we learnt today?  Ask learners to summarize the main points in the lesson		
		Assessment: let learners draw and label objects found in their environment			

	ZUAII		
Thursday	Engage learners to sing songs	D.WRITING CONVENTIONS AND GRAMMAR USAGE Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories everyday.	What have we learnt today?
	and recite familiar rhymes	<ul> <li>Create situations for learners to use the structure. e.g.         <ol> <li>simple truths – Lemons are sour.</li> <li>interest – I like playing football.</li> <li>feelings – I am happy. iv. opinions – He is a good teacher.</li> </ol> </li> <li>Introduce drills for learners to have practice. • Put learners into small groups to discuss given topics, using the structures</li> </ul>	Ask learners to summarize the main points in the lesson
		Assessment: let learners use the simple present tense to express habitual actions	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to sing songs	Use the Author's chair to introduce the reading/library time.	today?
	and recite	Have a variety of age and level-appropriate books for	Ask learners to
	familiar	learners to make a choice.	summarize the main
	rhymes	• Introduce narratives, pop-up and flip-the-page texts to learners.	points in the lesson
		• Introduce e-books to learners, if available.	
		<ul> <li>For each reading session, guide learners to select books</li> </ul>	
	<	Assessment: Guide learners to select books for readings	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: Creative Arts CLASS: TWO

Week Endin	g:			C	class size:	
Day:			С	Date	:	
Period :			L	Lesso	n:	
<b>Strand</b> : PER	FORMING AR	TS	Sub-strand	l:Th	inking and Exploring Id	eas
Indicator (co	ode)	B2 2.1.1.2				
Content star	ndard (code)	B2 2.1.1.				
Performance	e Indicator	Learners can exp				performing artworks that
-		tivity and Innovationg and Problem Sol		icatio	on and Collaboration Po	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain	(new learning including assessment)		Plenary / Reflections		
	for					
	learning)					
Monday	Engage	Learners are to:		What have we learnt		
	learners to	☐ brainstorm on performing artworks (e.g		, ,	today?	
	sing songs	dance and drama) that are p			red or performed by	A ala la a un a un ta
	and recite	people in other pa				Ask learners to
	familiar	☐ discuss the res			, 0	summarize the main
	rhymes	•			props) for composing	points in the lesson
		and performing th	iose artworl	ks		

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		☐ study the subject matter of those artworks and	
		explore their importance and the occasions on which	
		they are performed	
		Assessment: let learners use their own experiences to	
		talk about performing artworks that reflect people in	
		other communities in Ghana	
Wednesda	Engage	Learners are to:	What have we learnt
У	learners to	probe how the artworks are made, who makes them,	today?
	sing songs	the safety rules that are observed and taboos (if any)	
	and recite	associated with these performing artworks;	Ask learners to
	familiar	☐ improvise the skills and techniques observed in the	summarize the main
	rhymes	performing artworks.	points in the lesson
		Assessment: let learners	
		use their own experiences to talk about performing	
		artworks that reflect people in other communities in	
		Ghana	

Vetted by :	Signature:	Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending	g:				Class size:	
Day :				Dat		
			Lesson:			
Strand : NUN	MBER		<b>Sub-strand</b> : Counting, Represe			i, Cardinality & Ordinality
Indicator (code) B2.1.2.4.2						
Content standard (code) B2.1.2.4.						
Performance Indicator Learners can use personal s		personal st	rate	gies to add and subtract	within 100	
<b>Core Competencies:</b> Creativity and Innovation Comp Leadership Critical Thinking and Problem Solving.			nicat	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Pago	е			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Monday	Sing songs	'			er numbers to add and	Review the lesson with
	like:	•	•		g one number into	Learners
		easier numbers to	o add E.g., v	whe	n adding 28 + 47,	

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	l'm	record think $20 + 40 + 8 + 7$ , which is the same as $60 +$	
	counting	15 which is the same as 75	
	one, what	47 + 28	
	is one	10.71	
	1 - One is	$1 \times 1$	
	one alone,	- V	
	alone it	en + 12	
	shall be.	\ /	
		~	
		75	
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	'Friendly jumps" strategy, where one of the numbers is	Review the lesson with
iucsudy	like:	decomposed into a friendlier number and added in	Learners
	like.	"chunks" or by "friendly jumps" e.g. when adding 26 +	Learners
	1/100		
	l'm	32, start with 26, add 10 three times to get 56 (26 + 10	
	counting	+ 10 + 10), then add on 2 to get 58. The answer is 58.	
	one, what	(NOTE: This strategy is similar to the first strategy of	
	is one	decomposing)	
		Assessment: have learners to practice with more	
		examples	
Wednesda	Sing songs	. Moving part of one number to the other number to	Review the lesson with
У	like:	create numbers	Learners
		that are easier to add E.g. when adding 29 + 56, move 1	
	l'm	from	
	counting	56 to 29 to create the expression 30 + 55 = 85)	
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Thursday	Sing songs	. Compensation – Adding more to a number to make it	Review the lesson with
	like:	friendlier, then subtracting the amount added from the	Learners
	inc.	answer e.g.	200111010
	ľm	when adding 26 + 39, add 1 to 39 to create the	
	counting	expression 26 + 40, which gives 76, then subtract from	
	one, what	the answer the 1 that was added; 76 -1 = 75, so the	
	is one	answer is 75.	
		unswei is 73.	
	1 - One is		

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		Assessment: have learners to practice with more examples	
Friday	Sing songs	Compensation – Adding more to a number to make it	Review the lesson with
	like:	friendlier, then subtracting the amount added from the	Learners
		answer e.g.	
	l'm	when adding 26 + 39, add 1 to 39 to create the	
	counting	expression 26 + 40, which gives 76, then subtract from	
	one, what	the answer the 1 that was added; $76 - 1 = 75$ , so the	
	is one	answer is 75.	
	1 - One is		
		Assessment: have learners to practice with more	
		examples	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:			Class size:	
Day:			1	Pate :	
Period :			l	esson :	
Strand : CYC	LES	S	Sub-strand	: Earth Science	
Indicator (co	ode)	B2.2.1.4.2			
Content star	ndard (code)	B2.2.1.4.		. \ \ \	
Performance	e Indicator	Learners can identi	fy uses of	air	
=		tivity and Innovation ng and Problem Solvi		ication and Collaboration Pe	ersonal Development and
Keywords				)-	
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	ding asses	sment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				1111
Monday	Engage learners to	them what they are		d out and find out from g in.	What have we learnt today?
	sing songs	• In groups learners	s perform	the following activities,	
	and recite	e.g. filling balloons,	pumping	tyres, flying kites, cooling	Ask learners to
	familiar	the body, supportir	ng burning	and if possible show	summarize the
	rhymes	pictures of the activ	vities.		important points of the
		Show pictures of	people on	a boat wearing life	lesson
		jackets, swimmers	on inflated	balloons on water	

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I١	JΑ	ıΝ	А	ы	ırı	ΙA	l.l	π	JA	٠г

		Assessment: let learners identify uses of air	
Thursday	Engage	Create real life problems related to the topic for	What have we learnt
	learners to	learners to discuss and come out with possible	today?
	sing songs	solutions	Ask learners to
	and recite		summarize the
	familiar	Assessment: let learners identify uses of a fan and	important points of the
	rhymes	pump.	lesson

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION	CLASS: TWO
SUBJECT, RELIGIOUS AND WORKE EDUCATION	CLASS. I WO

Week Ending	g:				Class size:	
Day:				Dat	e:	
Period :			1	Less	son:	
Strand : Reli	gious Practice	es and their Moral	Sub-stranc	d:R	eligious Worship in the 1	Three Major Religions in
Implications			Ghana			
Indicator (co	ode)	B2. 2.1.1.1				
Content star	ndard (code)	B2. 2.1.1.				
Performance	e Indicator	Learners can expla	ain the imp	orta	ince of worship.	
Core Compe	tencies: Crea	tivity and Innovatio	n Commun	nicat	ion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solv	ving.			
Keywords						
T. L .R. (s)		Pictures		_		
Ref:	DME ourries					
Kei:	RME curricu	num Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	. • Lead learners to			•	What have we learnt
	learners to				que and in school: - It is	today?
	sing songs	a command from God to serve Him.				
	and recite					Ask learners to
	familiar	Assessment: let le				summarize the main
	rhymes	explain the import	tance of wo	orsh	ip	points in the lesson

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Ending:			Class size:			
Day:		Dat	e :			
Period :			son:			
Strand : My Country Gha	na <b>Sub-str</b>	and : N	Najor Historical Location	S		
Indicator (code)	B2.2.4.1.1					
Content standard (code)	B2.2.4.1.					
Performance Indicator						
Core Competencies: Crea Leadership Critical Thinki	ntivity and Innovation Comn	nunica	tion and Collaboration P	ersonal Development and		
Keywords						
T. L .R. (s)	Pictures					
Ref: History cur	riculum Page	culum Page				
DAY Phase 1:	Phase 2: Main			Phase 3:		
Starter	(new learning including a	ssessm	ent)	Plenary / Reflections		
(preparing						
the brain						
for	<b>\</b>					
learning)						
Tuesday Engage	Show and discuss video/o		• •	What have we learnt		
learners to	about the history of these major historical locations in today?					
sing songs	Ghana.					
and recite				Ask learners to		
familiar	Assessment: let learners i	dentify	Ghana's maior	summarize the main		
rhymes	historical locations.			points in the lesson		

		T	
Thursday	Engage	Show and discuss video/documentary/stories /slides	What have we learnt
	learners to	about the history of these major historical locations in	today?
	sing songs	Ghana.	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners narrate the history of Ghana's	points in the lesson
		major historical locations.	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : MO	TOR SKILL AN	ID MOVEMENT	Sub-strar	nd: MANIPULATIVE SKILLS	
PATTERNS					
Indicator (co	ode)	B2.1.2.1.11			
Content star	ndard (code)	B2.1.2.1.			
Performance	e Indicator	Learners can clap	and dance	e to beat (rhythm)	
		itivity and innovations and Problem So		nication and Collaboration Pe	ersonal Development and
Leadership	LITUCAL ITIIIIKII	ig and Problem 30	ivilig.		
Keywords					
T. L .R. (s) cones				////	
Ref:	PE curriculu	ım Page			
		A			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Friday	Learners			nce to the beat. Emphasis	What have we learnt
	jog round a			the beat and coordination	today?
	demarcate	dancing. Give lea	rners corre	ective feedback to improve	
	d area in	their coordination	n. Allow th	em to progress at their own	Use answers to
	files while	pace with fun and	d enjoymei	nt.	summarise the lesson.
	singing and				
	clapping to				
	warm-up				
	the body				
	for				
	maximal				
	performan				

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	ce and to				
	prevent				
	injuries				
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	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Endin	g:		Class size:	
Day:		Date :		
Period :			Lesson:	
Strand: ALL	AROUND US	Sub-stra	and: Population and Settlemer	nt
Indicator (co	ode)	B2.2.4.1. 1.		
Content star	ndard (code)	B2.2.4.1.	. \ \ \	
Performance	e Indicator	Learners can explain the n of people, as a responsible	eed to accept and adapt to a cl	nange in the total number
Leadership (		tivity and Innovation Comm	nunication and Collaboration Pe	ersonal Development and
Keywords				
T. L .R. (s)		Pictures		
Ref:	Our World (	Our People curriculum Pa	ge	
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	with a bar chart. Explain what happens to t learner joins or leaves you	family members in your house the class size when a new r class.  xplain the need to accept a	What have we learnt today?  Ask learners to summarize the main points in the lesson

Thursday	Engage	Learners talk about skills needed to accept and adjust	What have we learnt
	learners to	to a change in the total number of people in a place,	today?
	sing songs	e.g. respect the rights of others, tolerance, sharing.	
	and recite		Ask learners to
	familiar	Assessment: let learners	summarize the main
	rhymes	explain the need to adapt to a change in the total	points in the lesson
		number of people	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Endin	g:			Class size:		
Day :				Date :		
Period :				Lesson:		
Strand : Ora	l Language		Sub-strar	nd : Talking about Oneself, Fa	mily, People and Places	
Indicator (co	ode)	B2.1.7.1.2	B2.1.7.1.	3. B2.1.7.1.4.		
Content star	ndard (code)	B2.1.7.1.	B2.1.7.1.	B2.1.7.1.		
Performance	e Indicator	• The learn	er should	narrate an experience at the	hospital.	
		• The learne	The learner should narrate experiences at school.			
		• The learne	er should r	er should narrate experiences at the church/mosque, palace etc.		
=		tivity and Innovations and Problem Sol		inication and Collaboration P	ersonal Development and	
Keywords		101.				
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual		
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning inc	luding ass	essment)	Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes		ure with le		What have we learnt today?	

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	Assessment: let learners narrate an experience at the	Review the lesson with
	hospital	learners
Engage	Let learners talk about their homes.	What have we learnt
leaners to	Show a picture of a school to learners.	today?
sing song	• Let learners talk about the picture.	
and recite	<ul> <li>Discuss what goes on at the school with learners.</li> </ul>	
familiar	Ask learners to tell their experiences at school.	
rhymes		Review the lesson with
	Assessment: let learners narrate experiences at school.	learners
Engage	Show a picture of a palace to learners/ Visit a	What have we learnt
leaners to	palace/church.	today?
sing song	Discuss what goes on at the church or palace with	
and recite	learners.	
familiar	Ask learners to tell their experiences at the church or	
rhymes	palace	
		Review the lesson with
	Assessment: let learners narrate experiences at the	learners
	church/mosque	

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# TERM TWO BASIC TWO WEEK THREE

NANA FIIFI ACQUAH		
	:	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending	g:				Class size	e:	
Day:				Dat			
Period :					son :	7	
Strand:			Sub-stra	nd :			
A. Oral I	.anguage					neself, Etc	
B. Readi	_				ulary		
C. Writii	ng		C. V	Vritin	g As A Pro	cess	
D. Using	Writing Con	ventions		_		ords/Verbs	
<b>E.</b> Exten	sive Reading		E. E	Buildir	ng The Lov	e And Culture	Of Reading
Indicator (co	de)	B2.1.6.1.3. B2.	2.6.1.4.	В2	.4.5.1.1.	B2.5.4.1.1	B2.6.1.1.1
Content stan	dard (code)	B2.1.6.1. B2.	2.6.1.	B2	.4.5.1.	B2.5.4.1.	B2.6.1.1.
Performance	Indicator	Learners can talk	about th	ings a	nd places	in their homes	;
		Learners can use	dictionari	es an	d glossarie	es to clarify me	aning of words
		Learners can write	e simple s	sente	nces to ex	press feelings	
		Learners can use t	the simpl	e pre	sent tense	to express hal	oitual actions
		Learners can read	a variety	of ag	e and leve	el-appropriate b	books and texts from print
and non-print							
Core Compe	tencies: Crea	tivity and Innovation	on Comm	unica	tion and C	Collaboration Po	ersonal Development and
Leadership C	ritical Thinkir	ng and Problem Sol	ving.				
Keywords							
T. L .R. (s)		•	ence card	s, lett	er cards, l	nandwriting on	a manila card and a class
		library.					
Ref:	English Lang	guage curriculum	Page				

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for	(new learning including assessment)	Plenary / Reflections
	learning)		
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE  Ask learners to name things and places in their homes and say what happens at those places.  • Show pictures of important places in their community, such as the chief's palace, the market, the police station, etc. and have learner's think-pair-share ideas or views with the person sitting next to them.  • Put learners into groups to talk about their pictures.  • Rotate the pictures until each group has had its turn to talk about all the pictures.  Assessment: let learners talk about things and places in their homes	What have we learnt today?  Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING  Introduce learners to the use of picture dictionaries and glossaries.  • Have learners use guide words to find meaning of words used  Assessment: let learners use dictionaries and glossaries to clarify meaning of words	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesda y	Engage learners to sing songs and recite familiar rhymes	C. WRITING Put learners in groups to share their feelings. • Let each one write, at least, one sentence to express a feeling, e.g. "I am happy."  Assessment: let learners write simple sentences to express feelings	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt today?

NANA FIIFI ACC	ZUAII		
	and recite familiar rhymes	Ask learners to summarize the main points in the lesson	
		<ul> <li>i. simple truths – Lemons are sour.</li> <li>ii. interest – I like playing football.</li> <li>iii. feelings – I am happy. iv. opinions – He is a good teacher.</li> <li>Introduce drills for learners to have practice.</li> <li>Put learners into small groups to discuss given topics, using the structures</li> </ul>	
		Assessment: let learners use the simple present tense to express habitual actions	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Use the Author's chair to introduce the reading/library	today?
	sing songs	time.	
	and recite	Have a variety of age and level-appropriate books for	Ask learners to
	familiar	learners to make a choice.	summarize the main
	rhymes	<ul> <li>Introduce narratives, pop-up and flip-the-page texts to learners.</li> </ul>	points in the lesson
		Introduce e-books to learners, if available.	
		For each reading session, guide learners to select	
		books	
		Assessment: let learners read a variety of age and level-	
		appropriate books and texts from print and non-print	

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NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Endin	g:			Class size:	
Day:			Dat	e :	
Period :			Les	son :	
Strand : VISU	JAL ARTS	Sub-stran	i <b>d</b> : F	lanning, Making and Cor	nposing
Indicator (co	ode)	B2 1.2.2.2			
Content star	ndard (code)	B2 1.2.2.			
Performance	e Indicator	Learners can make decision	s to	create own artworks fro	m imagination, based on
		visual artworks produced or	fou	nd in other communities	in Ghana
Core Compe	tencies: Crea	tivity and Innovation Commu	nica	tion and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Solving.		<i>O</i> ,	
Keywords					
T. L .R. (s)		Pictures			
Ref: Creative Arts curriculum		s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including asso	essn	ient)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Monday	Engage	Learners are to:		What have we learnt	
	learners to	experiment with carefully se	elect	ed materials and tools	today?
	sing songs	to learn about their usefulne	ess f	or designing and	
	and recite	making visual artworks;			Ask learners to
	familiar				summarize the main
	rhymes	Assessment: let learners cre imagination,	ate	own artworks from	points in the lesson

Wednesda	Engage	Learners are to:	What have we learnt	
У	learners to	explore and experiment with available tools, materials,	today?	
	sing songs	resources and techniques to plan for making specific		
	and recite	artworks that represent visual artworks made in other	Ask learners to	
	familiar	Ghanaian communities.	summarize the main	
	rhymes		points in the lesson	
		Assessment: let learners create own artworks from		
		imagination		

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending	g:			Class size:	
Day:				Oate :	
Period :				esson :	
Strand: NUMBER		Sub-strand	: Counting, Representation	, Cardinality & Ordinality	
Indicator (code) B2.1.2.4.3					
Content star	ndard (code)	B2.1.2.4.			
			and multi-step word proble a variety of strategies based	=	
Core Compe	tencies: Crea	tivity and Innovation	on Commun	ication and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem So	lving.		
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	es curriculum Pago	e		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asses	ssment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				

NANA FIIFI AC Monday	Sing songs	Yaw has 32 books. Aisha added 13 more books to	Review the lesson with
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	like:	Yaw's books. How many books do they have altogether?	Learners
	l'm		
	counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs	Yaw has 32 books. Aisha added 13 more books to	Review the lesson with
	like:	Yaw's books. How many books do they have altogether?	Learners
	l'm		
	counting	C \	
	one, what		
	is one		
Wednesda	Sing songs	Mr. Haruna gave 45 books to Yaa' She gave 11 of the	Review the lesson with
У	like:	books to her sister. How many books are left?	Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs	Mr. Haruna gave 45 books to Yaa' She gave 11 of the	Review the lesson with
	like: I'm counting one, what is one	books to her sister. How many books are left?  Assessment: have learners to practice with more examples	Learners
Friday	Sing songs	Araba needs 8 Ghana cedis to buy exercise books. She	Review the lesson with
	like:	has only 5 Ghana cedis. How much money does she	Learners
		need in order to buy the books?	
	I'm counting one, what is one 1 - One is	Assessment: have learners to practice with more examples	
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SUBJECT: SCIENCE CLASS: TWO

Week Ending:			Class size:		
Day:			Dat	e:	
Period :			Less	son:	
Strand : SYS	TEMS	Sub-stran	nd : T	he Human Body system	
Indicator (co	ode)	B2.3.1.1.1			
Content star	ndard (code)	B2.3.1.1.			
Performance	e Indicator	Learners can know the fur	nctio	ns of the human body	parts such as eyes, ears,
		mouth, nose, arms, legs and	l han	ds	
		tivity and Innovation Commung and Problem Solving.	inica	tion and Collaboration Pe	ersonal Development and
Keywords					
<b>T. L .R. (s)</b> Pi		Pictures			
Ref:	Science cur	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for	(new learning including assessment)		Plenary / Reflections	
	learning)				
Monday	Engage	Learners in a pair share activ	vity (	bserve their friends	What have we learnt
	learners to	critically and talk about the	part	s they see.	today?
	sing songs	Engage learners to watch	an ai	nimated video or listen	
	and recite	to an animated song or show	wap	icture of the parts of	Ask learners to
	familiar	the human body. (Head, ned	ck, ey	es, nose, mouth,	summarize the
	rhymes	stomach, legs).			important points of the
		• Learners talk about the so	•	•	lesson
		human body in pairs and dis	cuss	the uses of the parts of	
	1	, circ body.			1

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		• In groups, learners brainstorm and talk about what	
		will happen if some parts of the body are absent or not working well.	
		Learners to present and explain their group ideas	
		orally and/or by writing.	
		Assessment: let learners identify the functions of the	
		human body parts such as eyes, ears, mouth, nose,	
		arms, legs and hands	
Thursday	Engage	Write the main biological functions of the human body	What have we learnt
	learners to	parts being discussed.	today?
	sing songs		
	and recite	Assessment: let learners draw and colour any two parts	Ask learners to
	familiar	of the body.	summarize the
	rhymes		important points of the
			lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION	CLASS: TWC
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Week Ending:				Class size:		
Day:				Date	:	
Period :			L	Less	on:	
Strand : Reli	gious Practice	es and their Moral <b>Su</b>	ıb-strand	l:Re	eligious Worship in the	Three Major Religions in
Implications		Gh	hana			
Indicator (co	ode)	B2 2.1.1.2:				
Content star	ndard (code)	B2 2.1.1.				
Performance	e Indicator	Learners can sing and	d recite s	imp	le texts from the three i	main religions in Ghana.
Core Compe	tencies: Crea	tivity and Innovation (	Communi	icati	on and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Solvin	ıg.			
			•			
Keywords						
T. L .R. (s)	1	Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includi	ing asses	ssme	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Lead learners to mer				What have we learnt
	learners to	recitations in the thr		_		today?
	sing songs	<ul> <li>Let learners sing or</li> </ul>			•	
	and recite	the Bible or Quran ar		•	_	Ask learners to
	familiar	tradition The Lord'	's Prayer	(Chr	istian) - Al-Fãtihah	summarize the main
	rhymes	(Islam) - Traditional p	prayer (A	TR)		points in the lesson
		Assessment: let learr	_		•	
		from the three main	religions	in C	Shana	

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If you find this file helpful for your work, kindly donate to	the MTN no. 0245350591 (Nana Fiifi A	(cquah) to support the

team. May Allah/God bless you

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	 LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Ctuond . N/V	Country Char	20	Sub strong	d: Major Historical Location		
•	Country Ghar	B2.2.4.1.1	Sub-strant	a: Iviajor mistoricai Locationi		
Indicator (co	<del>-</del>					
	ndard (code)			1 C Ch V ' B' - I	delleriter Francis	
Performanc	e Indicator			tory of Ghana's major histo	•	
			litary mus	seum, Komfo Anokye Sword	l, Assin Manso slave site,	
		Gbewa Palace				
_		=		nication and Collaboration Pe	ersonal Development and	
Leadership (	riticai ininkir	ng and Problem Solvi	ing.			
Keywords						
.,						
T. L .R. (s)		Pictures				
Ref: History curriculum Page						
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inclu	ding asse	ssment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Retell the history o	f these ma	ajor historical locations in	What have we learnt	
	learners to	Ghana			today?	
	sing songs					
	and recite	Assessment: let lea	rners narı	rate the history of Ghana's	Ask learners to	
	familiar	major historical loc	ations.		summarize the main	
_	rhymes				points in the lesson	
Thursday	Engage	Retell the history o	f these ma	ajor historical locations in	What have we learnt	
	learners to	Ghana			today?	
	sing songs					

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	and recite	Assessment: let learners narrate the history of Ghana's	Ask learners to		
	familiar	major historical locations.	summarize the main		
	rhymes		points in the lesson		

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velled by	Signature:	Date

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	•	LESSON PLAI

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : Motor Skill And Movement			ub-stran	d: Rhythmic Skills		
Patterns						
Indicator (co	ode)	B2.1.3.1.1				
Content star	ndard (code)	B2.1.3.1.				
Performance	e Indicator	Learners can demo	nstrate l	palance on the ground and c	on objects, using bases of	
		support other than	both fee	t.		
Core Compe	tencies: Crea	tivity and Innovation	Commu	nication and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem Solvii	ng.	. // // //		
., .		T				
Keywords						
- · · · · ·						
T. L .R. (s)	T	cones				
Ref:	PE curriculu	ım Page				
541/	DI 4	DI 2014				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning include	ding ass	essment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)	$\vee$				
Friday	Learners	Learners warm up b	ov doing	knees boxing. Demonstrate	What have we learnt	
	jog round a		-	tting on the ground, raise	today?	
	demarcate		•	support the trunk with		
	d area in	'		bserve. Sit on a chair and	Use answers to	
	files while	*		guide learners to identify	summarise the lesson.	
	singing and	·	_	oort. Learners identify		
	clapping to			individuals as well as give		
	warm-up	support to others		_		
	the body					
	for					
	maximal					
	performan					

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	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Ending:			Class size:		
Day:		Date :			
Period :			Les	son :	
Strand : OUI	R BELIEFS ANI	O VALUES Sub-stra	nd : \	Worship	
Indicator (co	ode)	B2.3.1.1.1			
Content star	ndard (code)	B2.3.1.1.			
Performanc	e Indicator	Learners can explain the im	port	ance of worship	
=		tivity and Innovation Comming and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curriculum Pag	e		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	sessn	nent)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Take learners to a place of mosque or the shrine to ob or show pictures videos of worship  Assessment: let learners et worship	serve	e the mode of worship arious modes of	What have we learnt today?  Ask learners to summarize the main points in the lesson

Thursday	Engage	Learners role play demonstrate/talk about the	What have we learnt
	learners to	importance of worship at home, school,	today?
	sing songs	church/mosque/shrine	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners explain the importance of	points in the lesson
		worshi	

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	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending	g:			Class size:	
Day :			С	Pate :	
Period :			L	esson :	
Strand:			Sub-strand	:	
Oral Langua	ge		• Liste	ening Comprehension	
			• Aski	ing and Answering Question	ns
Indicator (co	ode)	B2.1.8.1.1 B2	2.1.8.1.2	B2.1.9.1.1	
Content star	ndard (code)	B2.1.8.1. B2	2.1.8.1.	B2.1.9.1.	
Performance Indicator		<ul> <li>The learner should recount what a story is about and answer simple questions on the story.</li> <li>The learner should explain the meaning of some key words in the story.</li> <li>The learner should recognise and use the question words, "what", "who", "where", "when."</li> </ul>			
Core Compe	tencies: Crea	tivity and Innovati	on Communi	ication and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem So	lving.		
Keywords					
T. L .R. (s)		Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding asses	sment)	Plenary / Reflections
	Engage leaners to sing songs and recite	Revise the less market, school are		rs' experiences at the	What have we learnt today?

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familiar	Tell an interesting story or show a movie of a short	
rhymes	story.	
	Lead learners to discuss the story or movie.	
	Let learners tell what the story is about.	Review the lesson with
		learners
	Assessment:	
	What is the story about? Mention a character in the	
	story.	
	Where did the story take place?	
Engage	Write some key words of the story you told.	What have we learnt
leaners to	Let learners discuss the meaning of some of the key	today?
sing songs and recite	words contextually.	
familiar	Assessment: let learners explain the meaning of some	
rhymes	key words in the story	Review the lesson with
	ine, mente in an energy	learners
Engage	Write some questions on a flashcard using the	What have we learnt
leaners to	question words "what", "who", "where", "when" and	today?
sing songs	show them to learners.	
and recite	Lead learners to read the questions.	
familiar	Let learners form their own questions using the	
rhymes	question words under discussion.	
	Assist learners to recognise when to use question	
	words/tags 'what' and 'who,'" where" and" when".	
	• E.g. What is your age?	
	Who is your mother?	Review the lesson with
	Where is your teacher?	learners
	When will you come?	
	Assessment: let learners use the question words,	
1/1/1	"what", "who", "where", "when" to form sentences.	

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# TERM TWO BASIC TWO WEEK FOUR

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	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:			Class size:		
Day:		D	ate :		
Period :			esson :	9	
Strand :		Sub-strand			
A. Oral Language			ing About On	eself, Etc	
B. Reading		B. Voca			
C. Writing			ing As A Proc		
D. Using Writing Con			g Action Wor	-	
E. Extensive Reading		E. Build	ding The Love	e And Culture (	of Reading
Indicator (code)	B2.1.6.1.4.	B2.2.6.1.4	. B2.4.5.1.2	B2.5.5.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.6.1	B2.2.6.1.	. B2.4.5.1.	B2.5.5.1.	B2.6.1.1.
Performance Indicator	A. Learners c	an use a wid	e variety of v	vords to talk al	bout manners
	B. Learners c	an use dictio	naries and gl	ossaries to cla	rify meaning of words
	C. Learners c	an write sim	ple and mean	ingful sentence	es on objects found in the
	environme	ent			
	D. Learners c	an identify a	nd use simple	e sentences to	describe the weather and
	•			r of people and	_
			, 0	and level-app	ropriate books and texts
	<u> </u>	and non-pri			
Core Competencies: Crea	•		cation and Co	ollaboration Pe	ersonal Development and
Leadership Critical Thinkii	ig and Problem Sol	ving.			
Keywords					
,					
	1				

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class					
		library.					
Ref:	English Lang	ish Language curriculum Page					
DAY	Phase 1:	Phase 2: Main	Phase 3:				
	Starter (preparing the brain	(new learning including assessment)	Plenary / Reflections				
	for learning)						
Monday	Engage learners to sing songs and recite	A. ORAL LANGAUGE Ask learners to Use a wide variety of words to talk about manners	What have we learnt today?  Ask learners to				
	familiar rhymes	Assessment: let learners use a wide variety of words to talk about manners	summarize the main points in the lesson				
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Have learners use guide words to find meaning of words used.  • Have learners practise in pairs  Assessment: let learners use dictionaries and glossaries to clarify meaning of words	What have we learnt today?  Ask learners to summarize the main points in the lesson				
Wednesda y	Engage learners to sing songs and recite familiar rhymes	C. WRITING  Take learners out on a field-trip outside the school to observe things.  • Discuss the trip and write their observations in simple sentences on the board. e.g. i. There is a blue house near the school.	What have we learnt today?  Ask learners to summarize the main points in the lesson				
		Assessment: let learners write simple and meaningful sentences on objects found in the environment					
Thursday	Engage learners to sing songs and recite familiar	D.WRITING CONVENTIONS AND GRAMMAR USAGE Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things	What have we learnt today?  Ask learners to summarize the main				
	rhymes		points in the lesson				

		Assessment: let learners use simple sentences to describe the weather and show quantity and position or order of people and things	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Use the Author's chair to introduce the reading/library	today?
	sing songs	time.	
	and recite	Have a variety of age and level-appropriate books for	Ask learners to
	familiar	learners to make a choice.	summarize the main
	rhymes	Introduce narratives, pop-up and flip-the-page texts	points in the lesson
		to learners.	
		Introduce e-books to learners, if available.	
		For each reading session, guide learners to select	
		books	
		Assessment: let learners read a variety of age and	
		level-appropriate books and texts from print and non-print	

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	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending:			Class size:		
Day:			Dat	te:	
Period :			Les	son:	
<b>Strand</b> : PER	FORMING AR	TS <b>Sub-stra</b>	nd : I	Planning, Making and Cor	nposing
Indicator (co	ode)	B2 2.2.2.2			
Content star	ndard (code)	B2 2.2.2.			
Performance	e Indicator	Learners can make decision	ns to	create own artworks fro	om imagination based on
		performing artworks produ	iced (	or performed in other co	mmunities in Ghana
Core Competencies: Crea Leadership Critical Thinkin		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Monday	Engage	Learners are to			What have we learnt
	learners to	$\square$ experiment with carefu	lly sel	ected instruments,	today?
	sing songs	resources and techniques	o lea	rn about their use for	
	and recite	composing and performing	mus	ic, dance and drama;	Ask learners to
	familiar				summarize the main
	rhymes	Assessment: let learners nartworks from imagination		decisions to create own	points in the lesson

Wednesda	Engage	Learners are to	What have we learnt
У	learners to	explore and experiment with available instruments and	today?
	sing songs	resources to compose and perform own music, dance	
	and recite	or drama that reflect performing artworks of other	Ask learners to
	familiar	communities in Ghana.	summarize the main
	rhymes		points in the lesson
		Assessment: let learners make decisions to create own	
		artworks from imagination	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending:				Class size:		
Day:				Dat		
Period :				Lesson:		
Strand: NUMBER		Sub-stran	<b>d</b> : F	ractions		
Indicator (co	ode)	B2.1.3.1.1				
Content star	ndard (code)	B2.1.3.1.				
Performance	e Indicator	Learners can und	lerstand th	ne fr	action one-half and on	e-quarter as the quantity
		obtained by takin	g 1 part wh	nen a	a whole is partitioned int	o two or four equal parts
		tivity and Innovations and Problem So		nica	tion and Collaboration Pe	ersonal Development and
Keywords		<i>K</i> / / / / .				
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Pago	е			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including asse			ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
Monday	learning)	Lico comprete e	hiosts to su	ınla:	n the fraction and	Poviou the lessen with
Monday	Sing songs like:		•	•	n the fraction one- by taking 1 part when a	Review the lesson with
	IIKE.	whole object is pa	•			Learners

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counting one, what is one	Assessment: have learners to practice with more examples	
Sing songs like:	Use concrete objects to explain the fraction one- fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.	Review the lesson with Learners
I'm counting one, what is one	Assessment: have learners to practice with more exampl	
Sing songs	Use pictorial representations to explain the fraction one	Review the lesson with
like:	fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.	Learners
I'm counting one, what is one	Assessment: have learners to practice with more examples	
Sing songs like:	Use pictorial representations to explain the fraction one fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.	Review the lesson with Learners
I'm counting		
one, what is one	Assessment: have learners to practice with more examples	
Sing songs like:  I'm counting one, what is one	Use pictorial representations to help learners sort fractions into those that are halves and those that are one-fourths.	Review the lesson with Learners
	I'm counting one, what is one Sing songs like: I'm counting one, what is one  Sing songs like: I'm counting one, what is one  Sing songs like: I'm counting one, what is one  Sing songs like: I'm counting one, what is one	I'm counting one, what is one  Sing songs like:  I'm counting one, what is one  Sing songs like:  I'm counting one, what is one  Sing songs like:  Assessment: have learners to practice with more fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.  I'm counting one, what is one  Sing songs like:  I'm counting one, what is one  Sing songs like:  I'm counting one, what is one  Sing songs like:  Assessment: have learners to practice with more examples  Sing songs like:  Sing son

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Assessment: have learners to practice with more examples

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	 LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand: SYS	TEMS		Sub-strand : SOLAR SYSTEM		
Indicator (co	ode)	B2.3.2.1.1			
Content star	ndard (code)	B2.3.2.1.			
Performance	e Indicator	Learners can iden	itify the su	n as the main source of light	and warmth on earth
Core Competencies: Crea Leadership Critical Thinkin				nication and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for learning)				
Monday	Engage learners to sing songs and recite familiar rhymes	sun look like? When warmer or colder important to us here. In groups, learn	nere is the when the ere on Ear ers discuss	questions: What does the sun located? Do you feel sun is out? Why is the sun th? and present to the class the warmth from the sun	What have we learnt today?  Ask learners to summarize the important points of the
	,	for		and training the sail	lesson

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		Assessment: let learners mention what they use the light and the warmth from the sun for	
Thursday	Engage learners to	Learners brainstorm on how life without the sun will be.	What have we learnt today?
	sing songs and recite familiar rhymes	Assessment: let learners draw a picture of the sun and colour it.	Ask learners to summarize the important points of the lesson

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	 LESSON PLAN	

#### SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Endin	g:				Class size:	
Day:				Dat	e:	
Period :				Les	son:	
Strand : Reli	gious Practice	es and their Moral	Sub-stran	<b>id</b> : R	Religious Worship in the	Three Major Religions in
Implications			Ghana			
Indicator (co	ode)	B2 2.1.1.2:				
Content star	ndard (code)	B2 2.1.1.				
Performance	e Indicator	Learners can sing	and recite	sim	ple texts from the three	main religions in Ghana.
-		l tivity and Innovation ng and Problem Sol		nica	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	nent)	Plenary / Reflections
	(preparing				,	
	the brain					
	for					
	learning)					
Friday	Engage	• Let learners sing	g or recite :	some	e simple verses from	What have we learnt
	learners to	the Bible or Qura	n and some	e say	rings from the oral	today?
	sing songs	tradition The Lo	ord's Praye	r (Ch	ıristian) - Al-Fãtihah	
	and recite	(Islam) - Tradition	al prayer (	ATR)		Ask learners to
	familiar					summarize the main
	rhymes	Assessment: let le	earners wri	ite si	mple texts from the	points in the lesson
		religious songs ar	ıd recitatio	ns		

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	 LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : My	Country Ghar	na	Sub-stran	d: Major Historical Location	S	
Indicator (co	ode)	B2.2.4.1.1				
Content star	ndard (code)	B2.2.4.1.				
Performance	e Indicator	Learners can disc	cuss the hi	story of Ghana's major histo	orical locations. Examples	
		include Kumasi m Gbewa Palace	nilitary mu	seum, Komfo Anokye Sword	l, Assin Manso slave site,	
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration Po	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem Sol	ving.	)-		
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	luding asso	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
Typeday	learning)	Late as atthe last a			M/h at h ave ve la a mat	
Tuesday	Engage		_	e persons/ opinion leaders/	What have we learnt	
	learners to			tell the history of any	today?	
	sing songs and recite	nistorical location	i in your co	ommunity or district	Ask learners to	
	familiar				summarize the main	
	rhymes	Accessment let le	arners na	rrate the history of any	points in the lesson	
	illyllics			ommunity or district	points in the lesson	
		mstorical location	i iii your cc	minumity of district		

Thursday	Engage	Interact with knowledgeable persons/ opinion leaders/	What have we learnt
	learners to	chiefs/ resource persons to tell the history of any	today?
	sing songs	historical location in your community or district	
	and recite		Ask learners to
	familiar	Assessment: let learners narrate the history of any	summarize the main
	rhymes	historical location in your community or district	points in the lesson

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SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g:			Class size:		
Day:				Date:		
Period :				Lesson:		
Strand : MO	TOR SKILL AN	ID MOVEMENT	Sub-strar	nd: RHYTHMIC SKILLS		
PATTERNS						
Indicator (co	ode)	B2.1.3.1.2:				
Content star	ndard (code)	B2.1.3.1.				
Performance	e Indicator	Learners can tran	sfer weigh	nt from feet to hands and fro	om hands to feet, landing	
		with control				
Core Compe	tencies: Crea	tivity and Innovation	on Commu	inication and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem Sol	lving.	. // //		
1/		T				
Keywords						
T   D (-)						
T. L .R. (s)	DE	cones				
Ref:	PE curriculu	ım Page				
DAY	Dhasa 1.	Dhace 2: Main			Dhana 2.	
DAY	Phase 1: Starter	Phase 2: Main	lvalia a a a a		Phase 3:	
	(preparing	(new learning incl	luding ass	essment)	Plenary / Reflections	
	the brain					
	for					
	learning)					
Friday	Learners	Learners stand sh	oulder wid	dth apart. Let them transfer	What have we learnt	
,	jog round a			hands sideways by bending	today?	
	demarcate			ng the hand on the ground	,	
	d area in	after warm-ups a	nd demon	stration. Transfer weight	Use answers to	
	files while	momentarily from	n feet to o	ne hand to the other in	summarise the lesson.	
	singing and	hand stand position	on. This pr	ocess is continuous		
	clapping to	rotational movem	nent of the	body through landing on		
	warm-up	both feet and bac	k to stand	ing position with control		
	the body	(cartwheel). Learr	ners practi	ce with support and		
	for	feedback. Allow le	earners to	progress at their own pace.		
	maximal	End lesson with co	ool-down			
	performan					

	ce and to			
	prevent			
	injuries			
Vetted by	·	Signatur	e:	Date :

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Endin	g:			Class size:	
Day:			Dat	e:	
Period :				son :	
Strand : OUR	R BELIEFS AND	O VALUES Sub-stra	nd : \	Vorship	
Indicator (co	ode)	B2.3.1.1.1			
Content star	ndard (code)	B2.3.1.1.			
Performance	e Indicator	Learners can explain the in	port	ance of worship	
Leadership (		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curriculum Pag	ge		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		nent)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners role play demons importance of worship at he church/mosque/shrine  Assessment: let learners exworship	ome	, school,	What have we learnt today?  Ask learners to summarize the main points in the lesson

147 (147 ( 1 111 1 7 (C)			
Thursday	Engage	Learners write simple texts from the religious songs and	What have we learnt
	learners to	recitations.	today?
	sing songs	Learner's role play or talk about the importance of	
	and recite	religious tolerance, e.g. peaceful coexistence, love,	Ask learners to
	familiar	humility, sharing, caring, respect, unity.	summarize the main
	rhymes		points in the lesson
		Assessment: let learners role play the importance of	
		religious tolerance	

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NANA FIIFI ACQUAH		
	•	LESSON PLAI

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

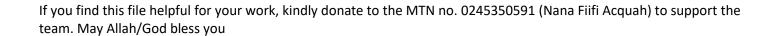
Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand:			Sub-strar	nd:	
Reading			Phonics (	Blend and Connect Sounds)	
Indicator (co	ode)	B2.2.4.2.3	B2.2.4.2.	4	
Content star	ndard (code)	B2.2.4.2.	B2.2.4.2.		
Performance		The learner	er should r	ecognise diagraphs from lette ead three-syllable words.	
		tivity and Innovations and Problem So		inication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	on the board.  • Let learners say	graphs and the letter	em. If the letters of the alphabet If so of the alphabet. If se diagraphs from the letters	What have we learnt today?  Review the lesson with learners

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INANATHITACQUAIT		
	Assessment: let learners identify diagraphs from letters of the alphabet	
Engage leaners sing son and recite familiar rhymes	Write some three-syllable words on the board and	What have we learnt today?  Review the lesson with learners
	Assessment: let learners read three-syllable words.	
Engage leaners sing son and recite familiar rhymes	Write some three-syllable words on the board and	What have we learnt today?  Review the lesson with
, , , ,		learners
	Assessment: let learners read three-syllable words.	icailleis
	Assessment, let leathers read tillee-syllable words.	

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## TERM TWO BASIC TWO WEEK FIVE



NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE	CLASS: TWO
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Week Ending:		Class size:	
Day: Period:		sson :	
Strand :	Sub-stran		
A. Oral Language	A. Ta	ng About Oneself, Etc	
B. Reading	B. Co	orehension	
C. Writing	C. Wi	ng As A Process	
D. Using Writing Con	ventions D. Us	Action Words/Verbs	
E. Extensive Reading	E. Bu	ing The Love And Cultu	re Of Reading
Indicator (code)	B2.1.6.2.1. B2.2.7.1.1.	2.4.5.1.2 B2.5.5.1.1	B2.6.1.1.1
Content standard (code)	B2.1.6.2 . B2.2.7.1.	32.4.5.1. B2.5.5.1.	B2.6.1.1
Core Competencies: Crea Leadership Critical Thinking	during reading  C. Learners can write sinenvironment  D. Learners can identify show quantity and positive can read a from print and non-positivity and Innovation Communication.	rations, text clues and le and meaningful sent duse simple sentences tion or order of people riety of age and levelat	context to make predictions ences on objects found in the to describe the weather and and things appropriate books and texts
Keywords			

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class					
		library.					
Ref:	English 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	<ul> <li>A. ORAL LANGAUGE</li> <li>Use the Community Circle Activity: Sit learners in horseshoe formation.</li> <li>Call individual learners to talk about what happened over the weekend. e. g. events, personal experiences, incidents, etc.</li> <li>Let learners take turns to name and describe events of recent occurrence.</li> <li>Discuss the importance of turn-taking in conversation: e.g.</li> <li>i. They talk after the last speaker has stopped. They talk when invited e.g. by the group leader.</li> <li>Cultural</li> </ul> Assessment: let learners demonstrate turn-taking in conversations	What have we learnt today?  Ask learners to summarize the main points in the lesson				
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Have learners use text features like title, illustrations and text clues to make meaning and inferences.</li> <li>Have learners predict, brainstorm on the topic and have them read to confirm their predictions</li> </ul> Assessment: let learners use illustrations, text clues and context to make predictions during reading	What have we learnt today?  Ask learners to summarize the main points in the lesson				
Wednesda y	Engage learners to sing songs and recite familiar rhymes	C. WRITING Put learners into groups to write simple sentences about the objects and places found in the environment Assessment: let learners write simple and meaningful sentences on objects found in the environment	What have we learnt today?  Ask learners to summarize the main points in the lesson				

TI I	1	D MARITIME COMPANY TO THE COMPANY AND LICE OF	
Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Use appropriate texts to help learners to describe the	today?
	sing songs	weather and show quantity and position or order of	
	and recite	people and things	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
		Assessment: let learners use simple sentences to	
		describe the weather and show quantity and position or	
		order of people and things	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Use the Author's chair to introduce the reading/library	today?
	sing songs	time.	
	and recite	Have a variety of age and level-appropriate books for	Ask learners to
	familiar	learners to make a choice.	summarize the main
	rhymes	Introduce narratives, pop-up and flip-the-page texts	points in the lesson
		to learners.	
		Introduce e-books to learners, if available.	
		For each reading session, guide learners to select	
		books	
		Assessment: let learners read a variety of age and level-	
		appropriate books and texts from print and non-print	

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SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand :			Sub-stran	nd:	
Visual arts			Planning,	Making and Composing	
Indicator (co	ode)	B2 1.2.3.2			
Content star	ndard (code)	B2 1.2.3.			
Performance	e Indicator	Learners can crea	te own art	works using available visual a	arts media and methods to
		represent artwor	ks that ref	lect the natural and manma	de environments in other
		communities in G	hana		
=		-		nication and Collaboration F	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Sol	ving.		
Keywords					
Reywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
		20 22 .			T-1 -
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to	☐ generate ideas	from the	natural and manmade	today?
	sing songs	environments (e.g	g. vegetati	on, animals, birds, rivers,	
	and recite	bridges, clouds);			Ask learners to
	familiar				summarize the main
	rhymes	Assessment: let le	earners cre	ate own artworks using	points in the lesson
		available visual ar	ts media		

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

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Endin	g:				Class size:	
Day: Period:			Date:			
renou .				Less		
Strand: NUI	MBER		Sub-strance	<b>d :</b> Fr	ractions	
Indicator (co	ode)	B2.1.3.1.2				
Content star	ndard (code)	B2.1.3.1.				
Performance	e Indicator	Learners can Cou	nt in halve	es an	d quarters (fourths) usi	ng concrete and pictorial
		representations)	of halves an	nd fo	urths.	
		tivity and Innovations and Problem Sol		nicat	ion and Collaboration Po	ersonal Development and
Keywords		<i>K</i> / / / / .				
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	2			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
Monday	learning)	Chave savaral face	rths of son	oroto	a abiacts for card out	Davioustha lassan with
Monday	Sing songs like:				e objects (or card cut in fourths (using the	Review the lesson with Learners
	IINC.				, three-fourths, etc.)	Learners
	1	1	•		. , ,	Î.

NANA FIIFI AC	QUAH		
	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	Show several fourths of concrete objects (or card cut outs) and have them count them in fourths (using the language one-fourth, two-fourths, three-fourths, etc.)  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesda y	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Show learners several pictorial representations of fourths and have them count (using the language one-fourth, two-fourths, three-fourths, etc.)  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,	Show learners several pictorial representations of fourths and have them count (using the language one-fourth, two-fourths, three-fourths, etc.)	Review the lesson with Learners

### NANA FIIFI ACQUAH alone it shall be. Assessment: have learners to practice with more examples Show learners several pictorial representations of Friday Sing songs Review the lesson with fourths and have them count (using the language onelike: Learners fourth, two-fourths, three-fourths, etc.) ľm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two

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Assessment: have learners to practice with more

pair

examples

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:			Class size:			
Day :			Da	te:			
Period :			Les	sson :			
Strand : FORCES AND EN		ERGY	Sub-strand:	SOURCES AND FORMS OF	ENERGY		
Indicator (co	ode)	B2.4.1.1.1					
Content star	ndard (code)	B2.4.1.1.					
Performance Indicator		Learners can identify everyday applications of energy					
Leadership (		l tivity and Innovatio ng and Problem Solv		ation and Collaboration Pe	ersonal Development and		
Keywords				)—			
T. L .R. (s)		Pictures					
Ref:	Science cur	riculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning incl	uding assessr	nent)	Plenary / Reflections		
	(preparing			,	,,		
	the brain						
	for						
	learning)						
Monday	Engage	Learners perform	various activi	ties involving the use of	What have we learnt		
	learners to	energy, e.g. jumpi	ng, clapping, <sub> </sub>	pushing objects,	today?		
	sing songs	walking, switching	on the lights	etc. in the classroom.			
	and recite	• Learners find ou	t what helps t	hem to perform the	Ask learners to		
	familiar	activities mention	ed		summarize the		
	rhymes	• Learners watch	pictures or vic	leos on people doing	important points of the		
		activities involving	g energy. e.g.	a person pounding	lesson		
		"fufu", riding a bio	ycle, fetching	water from a well,			

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		switching on light, playing music, etc., to reinforce the	
		use of energy	
		• Learners explain what happens to a person who does	
		not eat food for a long time.	
		Assessment: let learners identify everyday applications of energy	
	_		
Thursday	Engage	Learners explain what happens to a person who does	What have we learnt
	learners to	not eat food for a long time.	today?
	sing songs	Summarise the lesson by explaining that energy is what	
	and recite	gives learners and everybody the strength to do	Ask learners to
	familiar	everyday activities	summarize the
	rhymes	Create a poster of a person engaging in an activity	important points of the
		that uses energy, e.g. pushing an object, a farmer	lesson
		weeding, fishermen paddling a boat, and display them	
		for discussion.	
		Assessment: let learners identify everyday applications	
		of energy	

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NANA FIIFI ACQUAH		
	·	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION	CLASS: TWO
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Week Ending:			Class size:		
Day:			Date :		
Period :			Les	son :	
Strand : Reli	gious Practice	es and their Moral Sub-stran	d : F	estivals in the Three Maj	or Religions
Implications					
Indicator (co	ode)	B2.2.2.1.1:			
Content star	ndard (code)	B2.2.2.1.			
Performance	e Indicator	Learners can demonstrate	activ	vities which take place of	during the celebration of
		festivals.			
Core Compe	tencies: Crea	tivity and Innovation Commu	nica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solving.		$N \times V$	
Keywords					
T   D (-)					
T. L .R. (s)	1				
Ref:	RME curricu	ılum Page			
5.41/	DI 4	DI 2014			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Friday	Engage	Let learners mention religio	us fe	ectivals they have	What have we learnt
Tilday	learners to	witnessed or heard of. Islam		•	today?
	sing songs	etc., Christianity-Easter, Chr			toddy:
	and recite	Kundum, Odwira, Damba, B			Ask learners to
	familiar	• Let learners, in groups, de	escri	pe how various festivals	summarize the main
	rhymes	are celebrated.			points in the lesson
	THYTHES				points in the lesson
		Assessment: let learners de	mon	strate activities which	
		take place during the celebr	atio	n of festivals	

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 Date : .....

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand : My	Country Ghar	na	Sub-stran	<b>d :</b> Major Historical Locat	ions
Indicator (co	ode)	B2.2.4.1.1			
Content star	ndard (code)	B2.2.4.1.			
Performance	e Indicator	Learners can disc	cuss the his	story of Ghana's major h	istorical locations. Examples
		include Kumasi n Gbewa Palace	nilitary mus	seum, Komfo Anokye Sw	ord, Assin Manso slave site,
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboratio	n Personal Development and
Leadership (	Critical Thinkin	ng and Problem So	lving.	)-	
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
-	learning)				
Tuesday	Engage	Visit any historica	il site in the	eir community.	What have we learnt
	learners to				today?
	sing songs and recite	Assessment: let le	earners nar	rate the history of the	Ask learners to
	familiar	historical site		, , , , , , , , , , , , , , , , , , , ,	summarize the main
	rhymes				points in the lesson

Thursday	Engago	Visit any historical site in their community.	What have we learnt
Illuisuay	Engage	Visit any historical site in their community.	wilat liave we learlit
	learners to		today?
	sing songs		
	and recite	Assessment: let learners narrate the history of the	Ask learners to
	familiar	historical site	summarize the main
	rhymes		points in the lesson

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NANA FIIFI ACQUAH		
	•	LESSON PLAI

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand: MOTOR SKILL AND MOVEMENT Sub-stra		Sub-strar	nd: RHYTHMIC SKILLS		
PATTERNS					
Indicator (co	ode)	B2.1.3.1.3			
Content star	ndard (code)	B2.1.3.1.			
Performance	e Indicator	Learners can roll	forward	(a forward roll) from stand	ing position and back to
		standing.			
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration P	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Sol	ving.		
1/		<u> </u>			
Keywords					
T   D (-)					
T. L .R. (s)	DE	cones			
Ref:	PE curriculu	ım Page			
DAY	Dhana 1	Dhasa 20 Main			Dl 2
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)	$\vee$			
Friday	Learners	Squat in front of a	spread m	at/safe floor. Place hands	What have we learnt
	jog round a		•	he chin to touch the chest.	today?
	demarcate	,		h the hands and roll	,
	d area in	forward in a roun	d form and	d back to the standing.	Use answers to
	files while	Learner progress	at their ov	vn pace and always give	summarise the lesson.
	singing and	support.			
	clapping to	Learners practice	the skill, o	bserve and give them	
	warm-up	corrective feedba	ck. Ensure	that learners progress at	
	the body	their own pace.			
	for	Personal			
	maximal				
	performan				

	ce and to prevent injuries		
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date:	
Period :			Lesson:		
Strand : OUR BELIEFS AND VALUES  Sub-stran			Sub-stran	<b>d</b> : Festivals	
Indicator (co	ode)	B2.3.2.1. 1.			
Content star	ndard (code)	B2.3.2.1.			
Performance	e Indicator	Learners can desc	ribe activit	ies which take place during t	he celebration of festivals
=		tivity and Innovationg and Problem Sol		nication and Collaboration P	ersonal Development and
Keywords				<b>)</b> -	
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curricu	lum Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding asse	essment)	Plenary / Reflections
	(preparing		_	·	
	the brain				
	for				
	learning)				
Tuesday	Engage learners to sing songs and recite familiar rhymes	i. Islam - Eid-ul-Fit ii. Christianity - Ea iii. Traditional - Ku Festival.	tr, Eid-ul-A ster, Chris Indum, Od		What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners describe activities which take place during the celebration of festivals	
Thursday	Engage	Learners role play activities that take place during the	What have we learnt
	learners to	festivals: merry-making, sharing, family re-union,	today?
	sing songs	worship, etc.	
	and recite	Learners draw scenes from festivals.	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners describe activities which take	points in the lesson
		place during the celebration of festivals	

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

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

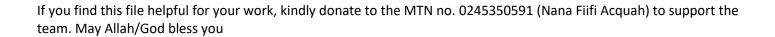
Week Endin	g:			Class size:	
Day :				Date :	
Period :				Lesson:	
<b>Strand</b> : Rea	ding		Sub-stran	d: Vocabulary	
Indicator (co	ode)	B2.2.5.1.1	B2.2.5.1.2	2	
Content star	ndard (code)	B2.2.5.1.	B2.2.5.1.		
Performanc	e Indicator			ecognise sounds that make u take picture dictionaries.	p words.
_		tivity and Innovationg and Problem Solv		nication and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, marl	kers, recor	ded audios visual	
Ref:	Ghanaian La	anguage curriculun	n		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding asse	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	read them.	ds on the I	rs. Doard and lead learners to e sounds that make up the	What have we learnt today?  Review the lesson with learners

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	Assessment: let learners identify sounds that make up words.	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let learners cut pictures of different objects and arrange them in alphabetical order in their books.</li> <li>Lead learners to write the names of the images in the pictures under them.</li> </ul>	What have we learnt today?  Review the lesson with learners
	Assessment: let learners make picture dictionaries.	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let learners cut pictures of different objects and arrange them in alphabetical order in their books.</li> <li>Lead learners to write the names of the images in the pictures under them.</li> </ul>	What have we learnt today?  Review the lesson with learners
	Assessment: let learners make picture dictionaries.	

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# TERM TWO BASIC TWO WEEK SIX



NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:	Week Ending:					
Day:			Date			
Period :			Less	son :		
Strand:		Sub-stran	d :			
A. Oral Language		A. Ta	lking	About On	eself, Etc	
B. Reading		B. Co	mpr	ehension		
C. Writing		C. Wr	riting	g As A Proc	ess	
D. Using Writing Con	ventions	D. Us	ing A	Action Wor	ds/Verbs	
E. Extensive Reading		<b>E.</b> Bu	ildin	g The Love	And Culture O	f Reading
Indicator (code)	B2.1.6.2.2.	B2.2.7.1.1.	. B2	.4.5.1.2	B2.5.5.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.6.2.	B2.2.7.1	В2	.4.5.1.	B2.5.5.1	B2.6.1.1.
Core Competencies: Crea Leadership Critical Thinkin	people say  B. Learners of during real  C. Learners of environme  D. Learners of show quarties of from print tivity and Innovation	can use illuding can write sinent can identify and potent can read a cand non-pon Commun	mple and osition	tions, text and mean use simple on or order ety of age	clues and contingful sentence sentences to defend and level-appropriate continuous and level-appropriate continuous conti	opriate books and texts
Keywords						

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.						
Ref: English Lan		guage curriculum Page						
DAY	Phase 1:	Phase 2: Main	Phase 3:					
DAT	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections					
Monday	Engage learners to sing songs and recite	<ul> <li>A. ORAL LANGAUGE</li> <li>Have learners recall the discussion on turn-taking in conversation and state the rules.</li> <li>Encourage learners to ask and answer questions for</li> </ul>	What have we learnt today?  Ask learners to					
	familiar rhymes	clarification on what other learners have said.  • Encourage appropriate language use during conversations  Assessments let learners ask and answer questions for	summarize the main points in the lesson					
		Assessment: let learners ask and answer questions for clarifications about what other people say						
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING  Have learners use text features like title, illustrations and text clues to make meaning and inferences.  • Have learners predict, brainstorm on the topic and have them read to confirm their predictions. • Have learners pause frequently during reading to make predictions to enhance comprehension.	What have we learnt today?  Ask learners to summarize the main points in the lesson					
		Assessment: let learners use illustrations, text clues						
Wednesda y	Engage learners to sing songs and recite familiar rhymes	and context to make predictions during reading  C. WRITING  Encourage each group to add pictures to their sentences.  • Publish their work on the walls and encourage gallery walk.	What have we learnt today?  Ask learners to summarize the main points in the lesson					
		Assessment: let learners write simple and meaningful sentences on objects found in the environment						

Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
illuisuay	learners to	Use appropriate texts to help learners to describe the	today?
			today!
	sing songs	weather and show quantity and position or order of	
	and recite	people and things	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners identify and use simple	points in the lesson
		sentences to describe the weather and show quantity	
		and position or order of people and things	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Use the Author's chair to introduce the reading/library	today?
	sing songs	time.	
	and recite	Have a variety of age and level-appropriate books for	Ask learners to
	familiar	learners to make a choice.	summarize the main
	rhymes	<ul> <li>Introduce narratives, pop-up and flip-the-page texts</li> </ul>	points in the lesson
		to learners.	
		Introduce e-books to learners, if available.	
		For each reading session, guide learners to select	
		books	
		Assessment: let learners read a variety of age and level-	
		appropriate books and texts from print and non-print	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending	g:			Class size:	
Day:			Da	te:	
Period :			Les	sson :	
<b>Strand</b> : PER	FORMING AR	TS <b>Sub</b> -	-strand :	Planning, Making and Co	mposing
Indicator (co	ode)	B2 2.2.3.3			
Content star	ndard (code)	B2 2.2.3.			
Performance	e Indicator	Learners can create po	erformin	g artworks to express o	wn views, knowledge and
		understanding of topic	al issues	in other Ghanaian comm	nunities
Core Compe	tencies: Crea	tivity and Innovation Co	mmunica	ation and Collaboration F	Personal Development and
Leadership C	Critical Thinkir	ng and Problem Solving.		$\mathcal{O}$	
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	g assessi	ment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to	$\ \square$ select ideas from to	pical issu	ies in Ghana to create	today?
	sing songs	own music, dance, dra	ma, story	or poem;	
	and recite				Ask learners to
	familiar	Assessment: let learne	rs can cr	eate performing	summarize the main
	rhymes	artworks to express ow	vn views		points in the lesson

Wednesda	Engage	Learners are to:	What have we learnt
У	learners to	perform own music, dance and drama that reflect	today?
	sing songs	topical issues of concern in other parts of Ghana.	
	and recite		Ask learners to
	familiar	Assessment: let learners can create performing	summarize the main
	rhymes	artworks to express own views	points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending	g:				Class size:	
Day : Period :				Dat	e: son:	
Strand : NUN	MBER		Sub-stran	<b>d</b> : F	ractions	
Indicator (co	ode)	B2.1.3.1.3				
Content star	ndard (code)	B2.1.3.1.				
Performance	e Indicator	Learners can dete	ermine the	num	ber of halves and quarte	ers in a whole
Core Competencies: Creativity and Innovation Commu Leadership Critical Thinking and Problem Solving.				nicat	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	е			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	(new learning including assessment)		ent)	Plenary / Reflections
	(preparing	, <u> </u>				
	the brain					
	for					
	learning)					
Monday	Sing songs		-		epresentations (or card	Review the lesson with
	like:				wholes and ask them to	Learners
		state the relation	ship betwe	en		

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	l'm	(i) a whole and one-half; (ii) a whole and one-fourth,	
	counting	and	
	one, what	(iii) onehalf and one-fourth	
	is one		
	1 - One is		
	one alone,		
	alone it		
	shall be.		
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Show learners several pictorial representations (or card	Review the lesson with
	like:	cut outs) of halves, fourths and wholes and ask them to	Learners
		state the relationship between	
	l'm	(i) a whole and one-half; (ii) a whole and one-fourth,	
	counting	and	
	one, what	(iii) onehalf and one-fourth	
	is one		
	1 - One is		
	one alone, alone it shall be.		
		Assessment: have learners to practice with more	
		examples	
Wednesda	Sing songs	Show learners several pictorial representations (or card	Review the lesson with
у	like:	cut outs) of halves, fourths and wholes and ask them to	Learners
	1371	state the relationship between	
	ľm	(i) a whole and one-half; (ii) a whole and one-fourth,	
	counting	and	
	one, what	(iii) onehalf and one-fourth	
	is one		
	1 - One is		
	one alone,		
	alone it		
	shall be.		
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	2 - Two	45.0	
	pair, two		
	pair come		
	pair let us		
	pair		
		Assessment: have learners to practice with more	
		examples	
Thursday	Sing songs	Show learners several pictorial representations (or card	Review the lesson with
	like:	cut outs) of halves, fourths and wholes and ask them to	Learners
		state the relationship between	
	l'm	(i) a whole and one-half; (ii) a whole and one-fourth,	
	counting	and	
	one, what	(iii) onehalf and one-fourth	
	is one		
	1 - One is		
	one alone,		
	alone it		
	shall be.		
	2 - Two		
		Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	Show learners several pictorial representations (or card	Review the lesson with
	like:	cut outs) of halves, fourths and wholes and ask them to	Learners
		state the relationship between	
	l'm	(i) a whole and one-half; (ii) a whole and one-fourth,	
	counting	and	
	one, what	(iii) onehalf and one-fourth	
	is one		
	1 - One is		
	one alone,		
	alone it		
	shall be.		
	2 - Two	Assessment: have learners to practice with more	
	pair, two	examples	
	pair	Champies .	

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	•	LESSON PLAI

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : FORCES AND ENERGY Sub-stran			Sub-stran	<b>d</b> : SOURCES AND FORMS OF	ENERGY
Indicator (co	ode)	B2.4.1.2.1			
Content star	ndard (code)	B2.4.1.2.			
Performance	e Indicator	Learners can und	erstand tha	at objects become hot or col	d through the loss or gain
		of heat			
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Sol	ving.	10,	
Keywords					
T. L .R. (s)	1	Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Monday	learning) Engage	Learners feet het	and cold c	ubstances and discuss their	What have we learnt
ivioliday	learners to	observations.	and cold st	abstances and discuss their	today?
	sing songs		tivity learr	ners create heat by rubbing	today:
	and recite	·	• -	rning candle, etc. • Engage	Ask learners to
	familiar	' '	•	nakes things lose heat, e.g.	summarize the
	rhymes		-	ter, leaving a hot substance	important points of the
	,			lucking a hot electric iron,	lesson
			-	substance in a refrigerator	
		etc.	., 0	0	

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		Assessment: let learners explain that objects become hot or cold through the loss or gain of heat	
Thursday	Engage	Engage learners in an activity that makes things lose	What have we learnt
	learners to	heat, e.g. adding cold water to hot water, leaving a hot	today?
	sing songs	substance to stand for some time, unplucking a hot	
	and recite	electric iron, or a local box iron, putting a substance in a	Ask learners to
	familiar	refrigerator etc.	summarize the
	rhymes	Provide learners with water and ask learners to plan	important points of the
		how to make it hot or cold.	lesson

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Assessment: let learners explain that objects become

hot or cold through the loss or gain of heat

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	LESSON PLAN

## SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Endin	g:			Class size:	
Day :			Da	te:	
Period :			Les	son:	
Strand : Reli	gious Practice	es and their Moral <b>Sub-st</b>	and :	Festivals in the Three Maj	or Religions
Implications					
Indicator (co	ode)	B2.2.2.1.1:			
Content star	ndard (code)	B2.2.2.1.			
Performance	e Indicator	Learners can demonstra	e acti	vities which take place o	during the celebration of
		festivals.			
-		tivity and Innovation Com	nunica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solving.			
Keywords					
Reywords					
T. L .R. (s)		Pictures		<del>)</del>	
Ref:	RME curricu				
		nam rage			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including a	ssessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Friday	Engage	• Let learners role-play of			What have we learnt
	learners to	place during the festivals	merr	making, sharing, family	today?
	sing songs	re-union, worship, etc.  • Let learners draw scene	c from	foctivals	
	and recite	Let learners draw scene	5 11 011	i lestivais.	Ask learners to
	familiar	Assessment: let learners	demor	strate activities which	summarize the main
	rhymes	take place during the cele			points in the lesson

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date:	
Period :				Lesson :	
Strand: My	Country Gha	na	Sub-stran	<b>d :</b> Major Historical Location	S
Indicator (co	ode)	B2.2.4.1.1			
Content star	ndard (code)	B2.2.4.1.			
Performance	e Indicator	Learners can disc	cuss the his	story of Ghana's major histo	orical locations. Examples
		include Kumasi n Gbewa Palace	nilitary mus	seum, Komfo Anokye Sword	l, Assin Manso slave site,
Core Compe	tencies: Crea	tivity and Innovation	on Commur	nication and Collaboration Po	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem So	ving.		
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for	)			
	learning)				
Tuesday	Engage	Retell the history	of major si	tes in their community.	What have we learnt
	learners to				today?
	sing songs	Assessment: let le	earners nar	rate the history of Ghana's	Addansas
	and recite	major historical lo		rate the history of chana's	Ask learners to
	familiar	.,			summarize the main
	rhymes				points in the lesson

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Thursday	Engage	Retell the history of major sites in their community.	What have we learnt
	learners to		today?
	sing songs		
	and recite	Assessment: let learners narrate the history of Ghana's	Ask learners to
	familiar	major historical locations.	summarize the main
	rhymes		points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g:			Class size:			
Day :				Date:			
Period :				Lesson:			
Strand: MO	VEMENT CON	ICEPTS,	Sub-stran	d : SPACE AWARENESS			
PRINCIPLES A	AND STRATEG	GIES		19			
Indicator (co	ode)	B2.2.1.2.1					
Content star	ndard (code)	B2.2.1.2.		. // //			
Performance	e Indicator	Learners can expl	ain open s	paces			
-		tivity and Innovationg and Problem Sol		nication and Collaboration F	Personal Development and		
Keywords							
T. L .R. (s)		cones					
Ref:	PE curriculu	m Page	n Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning incl	luding asso	essment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Friday	Learners	•	•	e by moving to free space	What have we learnt		
	jog round a			king area. From their	today?		
	demarcate			move (jog, run at varied			
	d area in	speed) to open sp	ace within	the working boundaries.	Use answers to		
	files while				summarise the lesson.		
	singing and						
	clapping to						
	warm-up						

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	for		
	maximal		
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	ce and to		
	prevent		
	injuries		
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Ending:			Class size:			
Day:			Date:			
Period :			Lesson:			
Strand: OUF	R BELIEFS ANI	O VALUES Sub-stran	i <b>d</b> : F	estivals		
Indicator (co	ode)	B2.3.2.2. 1.				
Content star	ndard (code)	B2.3.2.2.				
Performance	e Indicator	Learners can identify things	that	families do to show thei	r commitment to God	
Core Competencies: Creativity and Innovation Communication Critical Thinking and Problem Solving.			nica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curriculum Page	9			
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 religions perform to show commitmed devotion, going to church, not be the commitment of the comm	ent to nosq the	o God: morning ue or the shrine. number of times	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 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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	•	LESSON PLAI

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending:				Class size:		
Day:				Date :		
Period :				Lesson:		
Strand:			Sub-strar	nd:		
Reading			Vocabula	ry		
Indicator (co	ode)	B2.2.5.1.3	B2.2.6.1	.1.		
Content star	ndard (code)	B2.2.5.1.	B2.2.6.1			
Performance	e Indicator			natch action words with corrent nterpret meaning of pictures.		
=		tivity and Innovations and Problem Sol		inication and Collaboration P	ersonal Development and	
Keywords						
T. L .R. (s)		Manila cards, ma	Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes		ns on the b words wit	•	What have we learnt today?  Review the lesson with learners	

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	Assessment: let learners match action words with corresponding pictures	
	corresponding pictures	
Engage	Show learners a picture story.	What have we learnt
leaners to	Lead learners through discussions to interpret the	today?
sing songs and recite	pictures	Daview the lesses with
familiar rhymes	Assessment: let learners interpret meaning of pictures.	Review the lesson with learners
Engage	Show learners a picture story.	What have we learnt
leaners to	Lead learners through discussions to interpret the	today?
sing songs and recite	pictures	
familiar rhymes	Assessment: let learners interpret meaning of pictures.	Review the lesson with learners

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# TERM TWO BASIC TWO WEEK SEVEN

10.10.11.11.11.10.00.7.11	 LESSON PLAN
NANA FIIFI ACQUAH	

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:			Class size:		
Day:		D	ate :	200	
Period :		L	esson :	7	
Strand :		<b>Sub-strand</b>	: \\\		
A. Oral Language		A. Talk	ing About Onese	lf, Etc	
B. Reading		B. Com	prehension		
C. Writing		C. Narr	ative Writing		
D. Using Writing Con	ventions	D. Usin	g Action Words/	Verbs	
E. Extensive Reading		E. Build	ding The Love An	d Culture Of Re	ading
Indicator (code)	B2.1.7.1.1.	B2.2.7.1.2.	B2.4.5.1.3	B2.5.7.1.1.	B2.6.1.1.1
Content standard (code)	B2.1.7.1.	B2.2.7.1.	B2.4.5.1.	B2.5.7.1.	B2.6.1.1.
Core Competencies: Crea Leadership Critical Thinkin	B. Learners c appropriat C. Learners c opinion D. Learners c places E. Learners c from print tivity and Innovation	an ask and a ce texts can draw a an identify p can read a va and non-pri	picture and writh orepositions in security of age and the security of age age and the security of age and the security of age age and the security of	nd inferential queen te at least a sentences to indi	uestions about level entence to share an cate days, dates and tate books and texts
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class					
Def. Feeligh Law		library.					
Ref:	English Lang	guage curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections				
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE  Before Reading – Activate the previous knowledge of the learners by making them think-pair and share with their friends.  • Discuss illustrations accompanying the text.  • Have them predict the content of the text.  • Teach key vocabulary.  • During Reading – Read the text aloud to learners.  Pause often and have learners talk about the content of the text.  Assessment: let learners answer simple questions based on the text	What have we learnt today?  Ask learners to summarize the main points in the lesson				
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Have learners read level-appropriate texts in pairs.  • Guide learners to ask and answer simple inferential questions on the texts  Assessment: let learners answer factual and inferential questions about level appropriate texts	What have we learnt today?  Ask learners to summarize the main points in the lesson				
Wednesda y	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Show pictures of 'smiley/images on your phone or card', e.g. smiling, angry, indifferent or frightened faces, etc.</li> <li>Let learners study the pictures and interpret them.</li> <li>Let learners, in pairs, discuss their opinions.</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson				

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		Assessment: let learners write at least a sentence to	
		share an opinion	
Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Let learners use the preposition in, on, in context.	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners identify prepositions in	summarize the main
	rhymes	sentences to indicate days, dates and places	points in the lesson
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Use the Author's chair to introduce the reading/library	today?
	sing songs	time.	
	and recite	Have a variety of age and level-appropriate books for	Ask learners to
	familiar	learners to make a choice.	summarize the main
	rhymes	Introduce narratives, pop-up and flip-the-page texts	points in the lesson
	,	to learners.	1
		Introduce e-books to learners, if available.	
		For each reading session, guide learners to select	
		books	
		DOOKS .	
		Assessment: let learners read a variety of age and level-	
		appropriate books and texts from print and non-print	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Endin	σ·			Class size:	
		Dot			
Day:			Dat	e:	
Period :			Les	son :	
Strand : VISU	JAL ARTS	Sub-strai	Sub-strand : Displaying and Sharing		
Indicator (co	ode)	B2 1.3.5.2			
Content star	ndard (code)	B2 1.3.5.			
Performance	e Indicator	Learners can display own vi	sual	artworks to share creativ	e experiences that reflect
		the natural and manmade e	envir	onments in other Ghanai	an communities
Core Compe	tencies: Crea	tivity and Innovation Commu	ınica	tion and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Solving.		<i>)</i> ,	
Keywords					
T. L .R. (s) Pictures		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to	☐ display portfolio of own	visua	al artworks to educate	today?
	sing songs	and inform the public on ar	twor	ks that reflect the	
	and recite	natural and manmade envi	onm	ents in other parts of	Ask learners to
	familiar	Ghana.			summarize the main
	rhymes				points in the lesson
		Assessment: let learners dis	play	own visual artworks	

Wednesda	Engage	Learners are to	What have we learnt
У	learners to	: ☐ display portfolio of own visual artworks to educate	today?
	sing songs	and inform the public on artworks that reflect the	
	and recite	natural and manmade environments in other parts of	Ask learners to
	familiar	Ghana.	summarize the main
	rhymes		points in the lesson
		Assessment: let learners display own visual artworks	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Endin	g:			Class size:	
Day:			Date:		
Period :			Lesson:		
Strand : NUI	MBER		Sub-stran	d: Money	
Indicator (co	ode)	B2.1.4.1.1			
Content sta	ndard (code)	B2.1.4.1.			
Performance Indicator		Learners can recognise Ghanaian coins, and currency notes to include at least 1 cedi, 2 cedis, 5 cedis, 10 cedis, 20 cedis and 50 cedis and determine the value of a collection of coins and notes up to at least 50 Ghana cedis			
		tivity and Innovation		nication and Collaboration F	Personal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning inclu	uding asso	essment)	Plenary / Reflections
Monday	Sing songs like:	being used for trar	nsaction ir	coins and notes) currently n Ghana and initiate nonetary transaction.	Review the lesson with Learners
	I'm counting one, what is one	Learners touch fee	el and say	the features of each coin	

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NANA FIIFI ACC	1 - One is one alone, alone it shall be.	Assessment: have learners to practice with more	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Introduce the notes (i.e. 1 cedi, 2 cedis, 5 cedis 10 cedis etc.) in turns and have learners examine and talk about its features  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesda y	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it	State the relationship between ¢2 and ¢10; ¢5 and ¢10; ¢2 and ¢20; ¢5 and ¢20, ¢10 and ¢50  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting	. State the relationship between ¢2 and ¢10; ¢5 and ¢10; ¢2 and ¢20; ¢5 and ¢20, ¢10 and ¢50	Review the lesson with Learners

NANA FIIFI ACC	QUAII		
	one, what is one		
	1 - One is	410 410	
	one alone,	10	
	alone it	420 Felly 450	
	shall be.	20 2 cinin 50 cinin	
		Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	. State the relationship between ¢2 and ¢10; ¢5 and	Review the lesson with
	like:	¢10; ¢2 and ¢20; ¢5 and ¢20, ¢10 and ¢50	Learners
	I'm counting one, what is one 1 - One is one alone, alone it shall be.	Assessment: have learners to practice with more examples	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:			Class size:		
Day :			Dat	e :		
Period :			Lesson:			
Strand: FOR	CES AND ENE	ERGY Sub-strai	nd : E	LECTRICITY AND ELECTR	ONICS	
Indicator (co	ode)	B2.4.2.1.1				
Content star	ndard (code)	B2.4.2.1.				
Performance	e Indicator	Learners can recognise the	impo	rtance of safety when us	ing electricity	
Leadership (		 tivity and Innovation Commung and Problem Solving.	unicat	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including ass	essm	ent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	Learners mention electric	al ite	ms they use in the	What have we learnt	
	learners to	home.			today?	
	sing songs	• Learners view pictures of	how	people use electricity in		
	and recite	the home, school and comr	nunit	y and talk about it.	Ask learners to	
	familiar				summarize the	
	rhymes	Assessment: let learners me	entio	n the uses electricity in	important points of the	
		the home, school and comr	nunit	у	lesson	

	207111		,
Thursday	Engage	Teacher reinforces learners' ideas on the safe use of	What have we learnt
	learners to	electricity.	today?
	sing songs	In groups, learners critique pictures of scenarios of	
	and recite	someone using electricity in a safe or unsafe way, e.g.	Ask learners to
	familiar	plugging uninsulated (naked) wires into sockets,	summarize the
	rhymes	climbing electricity pole, touching water being heated	important points of the
		with a water heater.	lesson
		Assessment: let learners mention the importance of safety when using electricity	

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NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending:				Class size:			
Day:				Date :			
Period:				ess	on:		
Strand : Religious Leaders Sub-strar				l : E	arly Life of the Leaders o	of the three Major	
		Relig	gions				
Indicator (co	ode)	B2. 3.1.1.1:					
Content star	ndard (code)	B2. 3.1.1.					
Performance	e Indicator	Learners can narrate th	ne stor	уо	the early life of the reli	gious leaders in the three	
		religions in Ghana					
-		•	mmuni	icat	ion and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Solving.					
Keywords			•				
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning including	asses	ssm	ent)	Plenary / Reflections	
	(preparing	, , , , , , , , , , , , , , , , , , , ,					
	the brain						
	for						
	learning)						
Friday	Engage	Let learners mention the names of the religious leaders:				What have we learnt	
	learners to	Jesus Christ, the Holy P	today?				
	sing songs	S.A.W (Peace be upon F	.A.W (Peace be upon Him)) OkomfoAnokye, TohaZie,				
	and recite	EgyaAhor, etc.				Ask learners to	
	familiar	• Discuss with learners	the ea	arly	lives of these religious	summarize the main	
	rhymes	leaders.				points in the lesson	
- The Lord Jesus			;				
		- The Holy Prophet Mu	ıhamm	nad	(SAW),		
		Assessment: let learner	rs narra	ate	the story of the early		
		life of the religious lead			•		
		Ghana			-		

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Ending:			Class size:				
Day:				Date :			
Period :				Lesso	on :		
	0 1 01					11 (11 )	
Strand: My	Country Ghar	na S	Sub-stran	i <b>d :</b> Sc	me Selecte	d Individuals	
Indicator (co	ode)	B2.2.5.1.1					
Content star	ndard (code)	B2.2.5.1.					
Performance	e Indicator						
_		tivity and Innovation		nicati	on and Coll	aboration Pe	ersonal Development and
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter	(new learning inclu	uding asse	essme	ent)		Plenary / Reflections
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage	Name some outsta	inding wo	men	in the histo	ry of	What have we learnt
	learners to	Ghana.	***				today?
	sing songs	2. Match these wo	men with	their	achieveme	ents in	
	and recite	Ghana					Ask learners to
	familiar						summarize the main
	rhymes			entify Ghanaian women who			points in the lesson
	Which	have made significated development	ant contri	ibutio	ns to natio	nal	
	Ghanaian						

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	women		
	contribute		
	d to		
	national		
	developme		
	nt?		
Thursday	Engage	Name some outstanding women in the history of	What have we learnt
	learners to	Ghana.	today?
	sing songs	2. Match these women with their achievements in	
	and recite	Ghana	Ask learners to
	familiar rhymes	Assessment: let learners identify Ghanaian women who have made significant contributions to national development	summarize the main points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand: MO	VEMENT CON	ICEPTS,	Sub-strar	nd : DYNAMICS		
PRINCIPLES A	AND STRATEG	GIES				
Indicator (co	ode)	B2.2.2.1				
Content star	ndard (code)	B2.2.2.2.				
Performance	e Indicator	Learners can disti	nguish bet	ween 'a hop and a jump'.		
Core Compe	t <b>ancies:</b> Crea	tivity and Innovation	on Commu	inication and Collaboration P	ersonal Develonment and	
-		ng and Problem Sol			ersonal Development and	
			U			
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)				had a l	
Friday	Learners		_	on one foot and land on the	What have we learnt	
	jog round a		_	olves taking off with both	today?	
	demarcate	feet and land on b		1 1 1 1 1 1 1 1		
	d area in		_	one leg leading and the	Use answers to	
	files while	1	_	ward to it whiles sliding is	summarise the lesson.	
	singing and	one count moven	nent to the	e side.		
	clapping to					
	warm-up					
	the body					
	for					
	maximal					
	performan					

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preve	nt		
injurie	es		
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Ending:				Class size:	
Day:			Da	te:	
Period :			Les	son :	
Strand: OUF	R BELIEFS AND	O VALUES Sub-str	and:	Basic Human Rights	
Indicator (co	ode)	B2.3.3.1. 1.			
Content star	ndard (code)	B2.3.3.1.			
Performance	e Indicator	Learners can explain the	mport	ance of respecting the rig	hts of others
-		tivity and Innovation Coming and Problem Solving.	munica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curriculum P	age		
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 in to enjoy their rights, e.g. Assessment: let learners respecting the rights of o	peace, explair	cooperation, teamwork	What have we learnt today?  Ask learners to summarize the main points in the lesson

Thursday	Engage	Learners role-play ways of allowing others to enjoy	What have we learnt
	learners to	their rights e.g. tolerance, love, respect, etc	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners explain the importance of	summarize the main
	rhymes	respecting the rights of others	points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : Wri	ting		Sub-strar	<b>nd :</b> Penmanship / Handwritir	ng
Indicator (co	de)	B2.3.1.1.4.			
Content star	ndard (code)	B2.3.1.1.			
Performance	e Indicator	The learner shoul	d practise	saying letters or words that p	present difficulty to them
		tivity and Innovations and Problem So		inication and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
	Engage		of the alpl	habet and simple words on	What have we learnt
	leaners to				today?
	sing songs	• Lead learners to	say the w	ords and the letters of the	
	and recite familiar	-	learners to	o say them one after the	
	rhymes	other.			
	THYTHES	• Let learners kee	ep practicir	ng those they have difficulty	
		with.			

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			Review the lesson with
			learners
		Assessment: let learners practise saying letters or	
		words that present difficulty to them	
	Engage	Write the letters of the alphabet and simple words on	What have we learnt
	leaners to	the board.	today?
	sing songs	• Lead learners to say the words and the letters of the	
	and recite	alphabet and call learners to say them one after the	
	familiar	other.	
	rhymes	• Let learners keep practicing those they have difficulty	
		with.	Review the lesson with
			learners
		Assessment: let learners practise saying letters or	
		words that present difficulty to them	)
	Engage	Write the letters of the alphabet and simple words on	What have we learnt
	leaners to	the board.	today?
	sing songs	• Lead learners to say the words and the letters of the	
	and recite	alphabet and call learners to say them one after the	
	familiar	other.	
	rhymes	• Let learners keep practicing those they have difficulty	
		with.	Review the lesson with
			learners
		Assessment: let learners practise saying letters or	
		words that present difficulty to them	
		words that present difficulty to them	

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# TERM TWO BASIC TWO WEEK EIGHT

10.10.11.11.11.10.00.7.11	 LESSON PLAN
NANA FIIFI ACQUAH	

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:			Class size:		
Day:		Date	e:		
Period :		Less	on:	(7)	
Strand:	Sub-strar	nd :			
A. Oral Language			ng Compre	hension	
B. Reading			ehension		
C. Writing			ive Writing		
D. Using Writing Con		_	Action Wor	-	
E. Extensive Reading	E. Bu	uildin	g The Love	e And Culture Of	Reading
Indicator (code)	B2.1.7.1.1. B2.2.7.1.3	B2.	.4.5.1.3	B2.5.7.1.1	B2.6.1.1.1
Content standard (code)	B2.1.7.1. B2.2.7.1.	B2.	.4.5.1.	B2.5.7.1.	B2.6.1.1.
Performance Indicator	A. Learners can listen t	o and	l interact a	ctively with dra	ma
	B. Learners can retell le	evel-a	appropriate	e texts in own w	vords
	C. Learners can draw a	pictu	are and wri	ite at least a ser	itence to share an
	opinion				
		y prep	positions ir	n sentences to ii	ndicate days, dates and
	places  E. Learners can read a	vario	ty of ago a	nd lovel approp	riate books and toyts
	from print and non-		-	nd level-approp	iliate books and texts
Core Competencies: Crea	itivity and Innovation Commu			ollahoration Per	sonal Develonment and
Leadership Critical Thinkin	•	iiicat	ion and co		sonai Developinent and
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	A. ORAL LANGAUGE  After Reading – Have learners retell the story.  • Let learners role-play the story.  ASSESSMENT: let learners interact actively with drama	What have we learnt today?  Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING  Revise some previous stories told.  • Have learners retell a story using simple herring-bone strategies  ASSESSMENT: let learners retell level-appropriate texts in own words	What have we learnt today?  Ask learners to summarize the main points in the lesson			
Wednesda y	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Show pictures of 'smiley/images on your phone or card', e.g. smiling, angry, indifferent or frightened faces, etc.</li> <li>Let learners study the pictures and interpret them.</li> <li>Let learners, in pairs, discuss their opinions.</li> </ul> ASSESSMENT: let learners draw a picture and write at least a sentence to share an opinion	What have we learnt today?  Ask learners to summarize the main points in the lesson			
Thursday	Engage learners to sing songs and recite	D.WRITING CONVENTIONS AND GRAMMAR USAGE Let learners use the preposition in, on, in context.	What have we learnt today?			

	familiar rhymes	ASSESSMENT: let learners identify prepositions in sentences to indicate days, dates and places	Ask learners to summarize the main
	,	, ,	points in the lesson
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Use the Author's chair to introduce the reading/library	today?
	sing songs	time.	
	and recite	Have a variety of age and level-appropriate books for	Ask learners to
	familiar	learners to make a choice.	summarize the main
	rhymes	<ul> <li>Introduce narratives, pop-up and flip-the-page texts</li> </ul>	points in the lesson
		to learners.	
		Introduce e-books to learners, if available.	
		For each reading session, guide learners to select	
		books	
		ASSESSMENT: let learners read a variety of age and	
		level-appropriate books and texts from print and non- print	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Endin	g:			Class size:	
Day:			Dat	te :	
Period :			Les	son :	
Strand : PER	FORMING AR	TS Sub-s	strand : [	Displaying and Sharing	
Indicator (co	ode)	B2 2.3.5.2			
Content star	ndard (code)	B2 2.3.5.			
Performance	e Indicator	•		orks to share creative ex nents in other Ghanaian c	periences that reflect the ommunities
		tivity and Innovation Corng and Problem Solving.	mmunica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	assessn	nent)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	educate and inform the	e target a manmad ers perfo	e environments in other	What have we learnt today?  Ask learners to summarize the main points in the lesson

10/110/111111/100		<u></u>	
Wednesda	Engage	Learners are to	What have we learnt
у	learners to	perform some of the music, dance and drama artworks	today?
	sing songs	of people in other communities in Ghana.	
	and recite		Ask learners to
	familiar	ASSESSMENT: let learners perform own artworks to	summarize the main
	rhymes	share creative experiences	points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Endin	g:				Class size:	
Day: Period:			Less	e: son:		
<b>Strand</b> : ALG	iEBRA		Sub-stran	<b>d</b> : P	Patterns and Relationship	os
Indicator (co	ode)	B2.2.1.1.1				
Content star	ndard (code)	B2.2.1.1.				
Performance	e Indicator	Learners can dem	nonstrate a	n un	derstanding of increasin	g and decreasing number
		patterns				
		tivity and Innovations and Problem Sol		nicat	tion and Collaboration Pe	ersonal Development and
Keywords		<i>K</i>				
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	е			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	(new learning including assessment)			Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
Monday	Sing songs	Identify the natte	rn rule use	d to	create a pattern that	Review the lesson with
ivioliuay	like:				· 10. (i.e. in the pattern	Learners
	inc.		~ , <b>-</b> ,	- 01		Learners

NANA FIIFI AC			
	l'm	2, 4, 6, 8 , the rule is "add 2 or jump by 2) and extend	
	counting	the pattern for the next 2 or 3 terms.	
	one, what		
	is one		
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Identify the pattern rule used to create a pattern that	Review the lesson with
	like:	increases or decreases by 2, 5 or 10. (i.e. in the pattern	Learners
		2, 4, 6, 8 , the rule is "add 2 or jump by 2) and extend	
	ľm	the pattern for the next 2 or 3 terms.	
	counting		
	one, what		
	-	Assessment: have learners to practice with more	
	is one	examples	
Wednesda	Sing songs	Identify errors or omissions in increasing or decreasing	Review the lesson with
У	like:	patterns (e.g. 5, 10, 20, 25, 30) and explain the	Learners
		reasoning and strategy used to identify the pattern	
	ľm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Thursday		Identify arrays or amissions in ingressing or decreasing	Dovioustha lassan with
Thursday	Sing songs	Identify errors or omissions in increasing or decreasing	Review the lesson with
	like:	patterns (e.g. 5, 10, 20, 25, 30) and explain the	Learners
		reasoning and strategy used to identify the pattern	
	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one	examples	
Friday	Sing songs	Identify errors or omissions in increasing or decreasing	Review the lesson with
,	like:	patterns (e.g. 5, 10, 20, 25, 30) and explain the	Learners
	IIKE:	reasoning and strategy used to identify the pattern	LEGITIEIS
		reasoning and strategy used to identify the pattern	
	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	·	
	is one	examples	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Ending:				Class size:		
Day:			•	Date:		
Period:				Less	on :	
Strand : FOR	CES AND ENE	ERGY S	ub-strand	<b>d :</b> EI	LECTRICITY AND ELECTRO	ONICS
Indicator (co	ode)	B2.4.2.1.1				
Content star	ndard (code)	B2.4.2.1.				
Performance	e Indicator	Learners can recogr	nise the in	npoi	tance of safety when us	ing electricity
=		tivity and Innovation ng and Problem Solvi		nicat	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning include	ding asses	ssm	ent)	Plenary / Reflections
	(preparing		_		·	
	the brain					
	for					
	learning)					
Monday	Engage				s by mentioning the	What have we learnt
	learners to	safety ways of using				today?
	sing songs			•	ips on electricity such	
	and recite	_			r any other material)	Ask learners to
	familiar	shoes and slippers,	_			summarize the
	rhymes	plugging sockets wi			_	important points of the
		(plastic/wood etc.)	rather tha	an m	etals	lesson

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		ASSESSMENT: let learners identify the importance of	
		safety when using electricity	
Thursday	Engage	Enquire from learners why electrical gadgets are	What have we learnt
	learners to	covered with plastics and wooden materials	today?
	sing songs		
	and recite	ASSESSMENT: let learners mention the importance of	
	familiar	safety when using electricity	
	rhymes		

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NANA FIIFI ACQUAH		
	•	LESSON PLAI

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending:				Class size:		
Day:				Date :		
Period :				Les	son:	
Strand : Religious Leaders Sub-stra				d : E	arly Life of the Leaders o	f the three Major
			Religions			
Indicator (co	ode)	B2. 3.1.1.1:				
Content star	ndard (code)	B2. 3.1.1.				
Performanc	e Indicator	Learners can narra	ite the sto	ry o	f the early life of the reli	gious leaders in the three
		religions in Ghana				
-		•		nica	tion and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkii	ng and Problem Solv	ing.			
Keywords						
T. L .R. (s)		Pictures	Pictures			
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asso	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Engage	Let learners mention	on the na	mes	of the religious leaders:	What have we learnt
	learners to	Jesus Christ, the Ho	oly Proph	et (S	allahuAlaihiWasallam-	today?
	sing songs	S.A.W (Peace be up	pon Him))	Oko	omfoAnokye, TohaZie,	
	and recite	EgyaAhor, etc.				Ask learners to
	familiar	<ul> <li>Discuss with lear</li> </ul>	ners the e	early	lives of these religious	summarize the main
	rhymes	leaders.				points in the lesson
		- The Lord Jesus C	hrist;			
		- The Holy Prophe	t Muham	mad	(SAW),	
		- A Traditional Le	eader.			
		ASSESSMENT: let le	earners n	arrat	e the story of the early	
		life of the religious			•	
		Ghana			-	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : My	Country Ghar	na	Sub-stran	d : Some Selected Individua	als	
Indicator (co	ode)	B2.2.5.1.1				
Content star	ndard (code)	B2.2.5.1.				
Performance	e Indicator	Learners can iden	tify Ghana	ian women who have made	significant contributions to	
		national developr	ment			
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration	Personal Development and	
Leadership (	Critical Thinkin	ng and Problem Sol	lving.	10,		
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding asso	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)	)				
Tuesday	Engage		tanding wo	men in the history of	What have we learnt	
	learners to	Ghana.	ماء: ما م مسام	their achievements in	today?	
	sing songs	Ghana	omen with	their achievements in		
	and recite	Gilalia			Ask learners to	
	familiar	ASSESSMENT: let	learners id	lentify Ghanaian women	summarize the main	
	rhymes			contributions to national	points in the lesson	
	Which	development	-			
	Ghanaian					

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	women		
	contribute		
	d to		
	national		
	developme		
	nt?		
Thursday	Engage	Name some outstanding women in the history of	What have we learnt
	learners to	Ghana.	today?
	sing songs	2. Match these women with their achievements in	
	and recite	Ghana	Ask learners to
	familiar		summarize the main
	rhymes	ASSESSMENT: let learners identify Ghanaian women who have made significant contributions to national	points in the lesson
		development	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date:	
Period:				Lesson:	
Strand: MO	VEMENT CON	ICEPTS,	Sub-strar	nd : RELATIONS	
PRINCIPLES AND STRATEGIES					
Indicator (co	ode)	B2.2.3.2.1:			
Content sta	ndard (code)	B2.2.3.2.			
Performanc	e Indicator	Learners can com	pare the b	ody parts	
Coro Compo	tonsios. Cros	tivity and Innovation	on Commu	unication and Collaboration	n Personal Development and
-		ng and Problem Sol		inication and Conaporation	i Personal Development and
Leadership	Sireicai iiiiiikii	is and i robicin soi	, , , , , , , , , , , , , , , , , , ,		
Keywords					
T. L .R. (s)		cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Friday	Learners	,	•	from deformity all body	What have we learnt
	jog round a			Learners compare right	today?
	demarcate	hand with the left	t hand, etc		
	d area in				Use answers to
	files while				summarise the lesson.
	singing and				
	clapping to				
	warm-up				
	the body				
	for				
	maximal				
	performan				

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	prevent		
	injuries		
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	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand : OUR	R BELIEFS ANI	O VALUES	Sub-strand	<b>d :</b> Being a Leader	
Indicator (co	ode)	B2.3.4.1. 1.			
Content star	ndard (code)	B2.3.4.1.			
Performance	e Indicator	Learners can narra	ate the sto	ry of the early life of the reli	gious leaders in the three
		religions in Ghana			
		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curricu	lum Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	uding asse	essment)	Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Jesus Christ, the H S.A.W. (Peace be I Egya Ahor, etc.	loly Prophe upon him), ut the early Christ; et Muhami	of the religious leaders: et (Sallahu Alaihi Wasallam- Okomfo Anokye, Toha Zie, r lives of these religious mad S.A.W.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		ASSESSMENT: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana	
Thursday	Engage	Let learners role play some important aspects of the	What have we learnt
	learners to	early life of a religious leader	today?
	sing songs		
	and recite		Ask learners to
	familiar	ASSESSMENT: let learners narrate the story of the early	summarize the main
	rhymes	life of the religious leaders in the three religions in	points in the lesson
		Ghana	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending	g:			Class size:	
Day:			1	Date :	
Period :			I	Lesson :	
Strand :			Sub-strand	l:	
Writing			Writing Sin	nple Words/ Names of Peop	le and Places (Proper
			Nouns) Lab	elling Items in the Environn	nent /
			Classroom		
Indicator (co	de)	B2.3.3.1.1			
Content star	ndard (code)	B2.3.3.1.			
Performance Indicator The learner should write and practise saying letters they have difficulty with.			have difficulty with.		
-		tivity and Innovationg and Problem Solv		ication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, mar	kers, record	ded audios visual	
Ref:	Ghanaian La	anguage curriculun	n		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	uding asses	ssment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
	Engage	Write the letter:	s of the alp	habet and simple words	What have we learnt
	leaners to	on the board.			today?
	sing songs	• Lead learners to	say the wo	rds and the letters of the	
	and recite		•	say them one after the	
	familiar rhymes	other.		•	

#### NANA FIIFI ACQUAH Let learners keep practicing those they have difficulty with. Review the lesson with ASSESSMENT: let learners write and practise saying learners letters they have difficulty with. Engage • Write the letters of the alphabet and simple words What have we learnt leaners to today? on the board. sing songs • Lead learners to say the words and the letters of the and recite alphabet and call learners to say them one after the familiar Review the lesson with other. rhymes learners Let learners keep practicing those they have difficulty with. ASSESSMENT: let learners write and practise saying letters they have difficulty with. • Write the letters of the alphabet and simple words Engage What have we learnt leaners to today? on the board. sing songs • Lead learners to say the words and the letters of the and recite

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ASSESSMENT: let learners write and practise saying

letters they have difficulty with.

alphabet and call learners to say them one after the

Let learners keep practicing those they have difficulty

Review the lesson with

learners

familiar

rhymes

other.

with.

# TERM TWO BASIC TWO WEEK NINE

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:		Class size:
Day:		Date:
Period :		Lesson:
Strand :	Sub-strar	and:
A. Oral Language	A. Li	Listening Comprehension
B. Reading		Comprehension
C. Writing		Creative/Free Writing
D. Using Writing Con	ventions D. U	Using Action Words/Verbs
E. Extensive Reading	<b>E.</b> Bi	Building The Love And Culture Of Reading
Indicator (code)	B2.1.7.1.2 B2.2.7.2.1	B2.4.7.1.1 B2.5.7.1.1. B2.6.1.1.1
Content standard (code)	B2.1.7.1. B2.2.7.2.	B2.4.7.1. B2.5.7.1. B2.6.1.1.
Core Competencies: Crea Leadership Critical Thinking	middle and end) in of B. Learners can demoration texts C. Learners can write of D. Learners can identificates E. Learners can read a from print and non-	onstrate understanding of the purpose and features of or copy correct sentences from substitution tables ify prepositions in sentences to indicate days, dates and a variety of age and level-appropriate books and texts
Keywords		

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a clas library.					
Ref:	English Lang	nguage curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Read a narrative text aloud to learners, following the procedure in B2.1.6.1.2.  Assessment: let learners identify and relate the sequence of events		What have we learnt today?  Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Have learners read informational texts to identify their purpose and features through think-pair-share  Assessment: let learners mention purpose and features of information texts			What have we learnt today?  Ask learners to summarize the main points in the lesson		
Wednesda y	Engage learners to sing songs and recite familiar rhymes	C. WRITING Have a simple 3 board  I We The Boys  Have learners ic table.	Sing Play Read lentify the	at words	School Home the park s that make up the	he	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners write or copy correct sentences from substitution tables					

Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Let learners use the preposition in, on, in context.	today?
	sing songs		
	and recite	Assessment: let learners identify prepositions in	Ask learners to
	familiar	sentences to indicate days, dates and places	summarize the main
	rhymes		points in the lesson
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Use the Author's chair to introduce the reading/library	today?
	sing songs	time.	
	and recite	Have a variety of age and level-appropriate books for	Ask learners to
	familiar	learners to make a choice.	summarize the main
	rhymes	Introduce narratives, pop-up and flip-the-page texts	points in the lesson
		to learners.	
		Introduce e-books to learners, if available.	
		For each reading session, guide learners to select	
		books	
		Assessment: let learners read a variety of age and	
		level-appropriate books and texts from print and non-	
		print	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending	ek Ending:				Class size:	
Day:					e :	
Period :				Les	son :	
Strand: '			Sub-stran	d:		
Visual Arts			Appreciat	ing a	and Appraising	
PERFORMIN	G ARTS				172	
Indicator (co	ode)	B2 1.4.6.1	B2 2.4.6.1			
Content star	ndard (code)	B2 1.4.6.	B2 2.4.6.			
Performance	e Indicator	<ul><li>Learners</li></ul>	can agree	on	guidelines for viewing	visual artworks and for
		expressing	g own feel	ings	and thoughts about ov	vn and others' displayed
		artworks				
		<ul><li>Learners</li></ul>	can agree on guidelines for viewing performing artworks and			
		expressing	g own feelings and thoughts about own and others' performances			
		as repres	entations	entations of artworks produced or found in other Ghanaian		
		communit	ties			
=			~	nica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem So	lving.			
1/						
Keywords						
T. L .R. (s)		Pictures				
Ref: Creative Arts curriculum						
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (new learning including		luding asse	essm	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					

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Monday	Engage	Learners are to:	Monday
	learners to	② agree on guidelines for viewing, examining and	
	sing songs	expressing own views about the displayed visual	
	and recite	artworks;	
	familiar	② agree on how to use the agreed guidelines to express	
	rhymes	own feelings and thoughts about the displayed	
		artworks.	
		Assessment: let learners agree on guidelines for viewing	
		visual artworks and for expressing own feelings and	
		thoughts about own and others' displayed artworks	
Wednesda	Engage	Learners are to:	Wednesday
у	learners to	② agree on guidelines for viewing, examining and	
	sing songs	expressing own views about the music, dance and	
	and recite	drama performances; 2 agree on how to use the agreed	
	familiar	guidelines to express own feelings and thoughts about	
	rhymes	own and others' displayed music, dance and drama	
		performances	
		Assessment: let learners agree on guidelines for viewing	
		performing artworks and expressing own feelings and	
		thoughts about own and others' performances as	
		representations of artworks produced or found in other	
		Ghanaian communities	
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	·	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Endin	g:			Class size:		
Day: Period:			Date: Lesson:			
Strand : ALGEBRA Sub-stra			Sub-strar	nd : Patterns and Relationship	os	
Indicator (co	ode)	B2.2.1.1.2				
Content star	ndard (code)	B2.2.1.1.				
Performance	e Indicator	Learners can Ide	ntify, crea	te and describe the rule for	simple number patterns	
		involving repeate	d addition	or subtraction, skip counting	and arrays of objects.	
_		tivity and Innovations and Problem So		inication and Collaboration Po	ersonal Development and	
Keywords		KIII.				
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Pago	e			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
Starter (new learning including ass		luding ass	essment)	Plenary / Reflections		
	(preparing					
	the brain for					
	learning)					
Monday	Sing songs	Find the missing t	erms in th	e following:	Review the lesson with	
onday	like:			2, 4, 6, 8, 10, ;,	Learners	
		- 5, 10,	. , , _			

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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	Find the missing terms in the following:  15, 20,; or - 54, 55, 56, 57,,	Review the lesson with Learners
	counting one, what is one	Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like:  I'm counting one, what	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,	Review the lesson with Learners
	is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs like:  I'm counting one, what is one	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	Review the lesson with Learners
	one alone,	examples	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :			Lesson:		
Strand : FOR	CES AND ENE	RGY	Sub-stran	nd : ELECTRICITY AND ELECTR	ONICS
Indicator (co	ode)	B2.4.2.2.2			
Content star	ndard (code)	B2.4.2.2.			
Performance	e Indicator	Learners can inve	stigate the	e function of batteries in elect	ronic devices
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving.					ersonal Development and
Keywords			<b>3</b> -		
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul><li>electronic appliar</li><li>Provide learner</li><li>batteries</li><li>Learners discuss</li><li>battery</li></ul>	nces. s with elect s how the find an active	examples of household tronic toys that operate on toys will behave without the vity to match some named heir uses	What have we learnt today?  Ask learners to summarize the important points of the lesson

		Assessment: let learners investigate the function of	
		batteries in electronic devices	
Thursday	Engage	In groups, learners discuss other gadgets in the home	What have we learnt
	learners to	that use batteries.	today?
	sing songs	Assist learners to draw and colour any one electronic	
	and recite	gadget of their choice.	Ask learners to
	familiar	• Learners build a paper circuit using a graphite pencil,	summarize the
	rhymes	battery and LED.	important points of the
			lesson
		Assessment: let learners investigate the function of	
		batteries in electronic devices	

NANA FIIFI ACQUAH	
	LESSON PLAN

# SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending	g:				Class size:	
Day:				Date :		
Period :				Less	son :	
Strand : Reli	gious Leaders	S	Sub-strand	d:E	arly Life of the Leaders o	of the three Major
		R	Religions			
Indicator (co	ode)	B2. 3.1.1.1:				
Content star	ndard (code)	B2. 3.1.1.				
Performance	e Indicator	Learners can narrat	te the sto	ry o	f the early life of the reli	gious leaders in the three
Core Compe	tencies: Crea	tivity and Innovation	Commur	nicat	tion and Collaboration Po	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solvi	ing.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning include	ding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
F : 1	learning)					144
Friday	Engage	• In groups, let lear			·	What have we learnt
	learners to	aspects of the early	/ lite of a r	relig	ious leader.	today?
	sing songs					A ale la a va a va ta
	and recite	) 			+ha ataw. af tha aaul	Ask learners to
	familiar				the story of the early	summarize the main
	rhymes	life of the religious Ghana	ieaders in	i the	three religions in	points in the lesson

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	LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : My	Country Ghar	na	Sub-stran	<b>d :</b> Some Selected Individuals	
Indicator (co	ode)	B2.2.5.1.1			
Content star	ndard (code)	B2.2.5.1.		. \ \ \	
Performance		religions in Ghana		of the early life of the relig	
		tivity and Innovations and Problem Sol		nication and Collaboration Pe	ersonal Development and
Keywords				5	
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	uding asse	essment)	Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Assessment: let le	nese leade arners nar	rners retell the rs to national development. rate the story of the early n the three religions in	What have we learnt today?  Ask learners to summarize the main points in the lesson

Thursday	Engage	Using anecdotes/videos learners retell the	What have we learnt
	learners to	contributions of these leaders to national development.	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners narrate the story of the early	summarize the main
	rhymes	life of the religious leaders in the three religions in Ghana	points in the lesson
		Gilalia	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand: MO	VEMENT CON	ICEPTS,	Sub-strar	nd: BODY MANAGEMENT	
PRINCIPLES	AND STRATEG	SIES			
Indicator (co	ode)	B2.2.4.2.1:			$\lambda \cup$
Content sta	ndard (code)	B2.2.4.2.			
Performanc	e Indicator	Learners can Iden	ntify types	of base of support when pro	acticing movement skills
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration	Personal Development and
Leadership (	Critical Thinkir	ng and Problem Sol	lving.	. 1/1/1.	
Keywords					
/ >					
T. L .R. (s)	Τ	cones			
Ref:	PE curriculu	ım Page			
DAV	Dhasa 1:	Dhasa 2: Main			Phase 3:
DAY	Phase 1: Starter	Phase 2: Main	luding acc	ossmont)	Phase 3: Plenary / Reflections
	(preparing	(new learning inc	iuuiiig ass	essment)	Plenary / Reflections
	the brain				
	for				
	learning)				
Friday	Learners	earners identify t	ypes of ba	se of support as the feet,	What have we learnt
	jog round a	the hands, etc			today?
	demarcate				
	d area in				Use answers to
	files while				summarise the lesson.
	singing and				
	clapping to				
	warm-up				
	the body				
	for				
	maximal				
	performan				

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	ce and to		
	prevent		
	injuries		
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Endin	g:			Class size:	
Day:			Da	te :	
Period :			Les	sson :	
Strand: OUR	R BELIEFS AND	O VALUES Sub-sti	and :	Being a Leader	
Indicator (co	ode)	B2.3.4.1. 1.			
Content star	ndard (code)	B2.3.4.1.		. \ \ \	
Performance		religions in Ghana			gious leaders in the three
		tivity and Innovation Comr ng and Problem Solving.	nunica	ation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curriculum Pa	ige		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including a	ssessr	nent)	Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners, through question the moral lessons they had the religious leaders of the Ghana.  Learners explain how the from the religious leaders	ve lea e thre y will a	rnt from early lives of e main religions in apply the moral lessons	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana	
Thursday	Engage	Learners role-play the moral lives of the religious	What have we learnt
	learners to	leaders. Learners to talk about the need to emulate the	today?
	sing songs	good moral values of these religious leaders, so that	
	and recite	they can be good citizens.	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
		Assessment: let learners narrate the story of the early	
		life of the religious leaders in the three religions in	
		Ghana	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

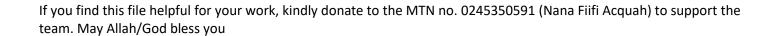
Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand:			Sub-stran	id:	
Writing			Writing Si	imple Words / Names of Peop	ole and Places (Proper
			Nouns) La	belling Items in the Environn	nent/Classroom
Indicator (co	ode)	B2.3.3.1.2			
Content star	ndard (code)	B2.3.3.1.			
Performance	e Indicator	The learner shoul	ld write an	d practice saying words they	have difficulty with.
Core Compe	tencies: Crea	tivity and Innovati	on Commu	nication and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem So	lving.		
Keywords					
T. L .R. (s)					
Ref:	Ghanaian La	anguage curriculu	m		
		X / , ,			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asso	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
	Engage			phabet and simple words	What have we learnt
leaners to		on the board and		•	today?
	sing songs and recite		•	one after the other.	
	familiar		ep practicin	ng those they have difficulty	
	rhymes	with.			
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•	Assessment: let learners write and practice saying	Review the lesson with
	words they have difficulty with.	learners
Engage	<ul> <li>Write the letters of the alphabet and simple words</li> </ul>	What have we learnt
leaners to	on the board and lead learners to say them.	today?
sing songs and recite	• Call learners to say them one after the other.	
familiar	• Let learners keep practicing those they have difficulty	
rhymes	with.	Review the lesson with
inymes		learners
	Assessment: let learners write and practice saying	
	words they have difficulty with.	
Engage	Write the letters of the alphabet and simple words	What have we learnt
leaners to	on the board and lead learners to say them.	today?
sing songs and recite	Call learners to say them one after the other.	
familiar	• Let learners keep practicing those they have difficulty	
rhymes	with.	
		Review the lesson with
		learners
	Assessment: let learners write and practice saying	
	words they have difficulty with.	
	words they have difficulty with.	

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# TERM TWO BASIC TWO WEEK TEN



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	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:			Class size:		
Day:		Da	te :		
Period :	Ţ.		son:	7	
Strand :		trand:			
A. Oral Language			ing Comprehe	ension	
B. Reading			rehension		
C. Writing			ve/Free Writi	· ·	
D. Using Writing Con			Action Words		
E. Extensive Reading	E	Buildi	ng The Love A	nd Culture Of R	eading
Indicator (code)	B2.1.7.1.3 B2.2.7	7.2.2	B2.4.7.1.1	B2.5.7.1.2.	B2.6.1.1.1
Content standard (code)	B2.1.7.1. B2.2.7	7.2.	B2.4.7.1.	B2.5.7.1.	B2.6.1.1.
Core Competencies: Crea Leadership Critical Thinkin	moral, etc.)  B. Learners can decomposed for the control of the co	scribe ev te or co prepos ad a var on-print	vents in a story  py correct send  itions to form  iety of age are	y ntences from sul simple sentence nd level-approp	es to indicate position riate books and texts
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting or	n a manila card and a cla	
		library.		
Ref:	English Lang	guage curriculum Page		
DAY	Phase 1:	Phase 2: Main	Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections	
Monday	Engage	A. ORAL LANGAUGE	What have we learnt	
,	learners to	Read aloud a story to learners.	today?	
	sing songs	<ul> <li>Have them identify and discuss (in pairs) the events in</li> </ul>		
	and recite	the story.	Ask learners to	
	familiar	<ul> <li>Have groups share their views with the whole class.</li> </ul>	summarize the main	
	rhymes		points in the lesson	
		Assessment: let learners discuss events in a story		
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Have learners retell stories sequentially.</li> <li>Have them identify and describe events in the stories.</li> </ul> Assessment: let learners describe events in a story	What have we learnt today?  Ask learners to summarize the main points in the lesson	
Wednesda	Engage	C. WRITING	What have we learnt	
У	learners to	Have a simple 3-4 column substitution table on the	today?	
	sing songs and recite	board	Ask learners to	
	familiar	I Sing School	summarize the main	
	rhymes	We Play at Home	points in the lesson	
		The Boys Read the park		
		Have learners identify the words that make up the table. • With an example, let learners form sentences from the substitution table Have learners read out their sentences and write down their sentences in their books  Assessment: let learners copy correct sentences from substitution tables		

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Engage learners to sing songs	D.WRITING CONVENTIONS AND GRAMMAR USAGE Provide a short passage containing prepositions that indicate position and time.	What have we learnt today?
and recite familiar	Let learners identify the prepositions.	Ask learners to summarize the main points in the lesson
·	Assessment: let learners use prepositions to form simple sentences to indicate position and time	
Engage	E.EXTENSIVE READING	What have we learnt
learners to	Use the Author's chair to introduce the reading/library time.	today?
		Ask learners to
		summarize the main
		points in the lesson
rilyilles	to learners.	points in the lesson
	Introduce e-books to learners, if available.	
	For each reading session, guide learners to select	
	books	
	Assessment: let learners read a variety of age and level-	
	appropriate books and texts from print and non-print	
	Engage learners to sing songs and recite familiar rhymes	Engage learners to sing songs and recite familiar rhymes  Engage learners to sing songs and recite familiar rhymes  Assessment: let learners use prepositions to form simple sentences to indicate position and time  Engage learners to sing songs and recite familiar rhymes  Engage learners to sing songs and recite familiar rhymes  Assessment: let learners use prepositions to form simple sentences to indicate position and time  E.EXTENSIVE READING Use the Author's chair to introduce the reading/ library time.  Have a variety of age and level-appropriate books for learners to make a choice.  Introduce narratives, pop-up and flip-the-page texts to learners.  Introduce e-books to learners, if available.  For each reading session, guide learners to select books  Assessment: let learners read a variety of age and level-

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	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Endin	g:				Class size:	
Day:				Date:		
Period :				Les	son :	
Strand:			Sub-strar	nd :		
VISUAL ARTS	5		Apprecia	tion	and Appraising	
PERFORMIN	G ARTS				112	
Indicator (co	ode)	B2 1.4.7.1	B2 2.4.7.1			
Content star	ndard (code)	B2 1.4.7.	B2 2.4.7.			
Performance Indicator		<ul> <li>Learners can use the agreed guidelines to make decisions on the beauty and usefulness of the displayed visual artworks as representations of artworks produced or found in other Ghanaian communities.</li> <li>Learners can use the agreed guidelines to make decisions on the beauty and usefulness of the displayed performing artworks as representations of artworks produced or found in other Ghanaian communities.</li> </ul>				
-		tivity and Innovationg and Problem Sol		ınica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essn	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to:				What have we learnt
	learners to				isions on the artworks	today?
	sing songs	using the senses a	and the ag	reed	guidelines	

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	and recite familiar rhymes	<ul> <li>□ examine the features of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used);</li> <li>□ assess the beauty and usefulness of own and others' displayed visual artworks as representations of artworks produced or found in other Ghanaian communities.</li> </ul>	Ask learners to summarize the main points in the lesson
		Assessment: let learners read a variety of age and level- appropriate books and texts from print and non-print	
Wednesda y	Engage learners to sing songs and recite familiar rhymes	Learners are to:  □ view and make informed decisions on the displayed performing artworks using the senses and the agreed guidelines  □ examine the features of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used, finishing);  □ assess the beauty and usefulness of own and others' displayed music, dance and drama performances as representations of artworks produced or performed in other Ghanaian communities.	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners use the agreed guidelines to make decisions on the beauty and usefulness of the displayed performing artworks	

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	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending	g:			Class size:	
Day: Period:				Date:  Lesson:	
Strand : GEC	METRY AND	MEASUREMENT	Sub-stran	<b>d</b> : 2D and 3D Shapes	
Indicator (co	ode)	B2.3.1.1.1			
Content star	ndard (code)	B2.3.1.1.			
C				ommon features or attribut cones, pyramids, cubes) of	
_		tivity and Innovati ng and Problem So		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)	$N \setminus N$	Counters			
Ref:	Mathematic	s curriculum Pag	e		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	cluding asse	essment)	Phase 3: Plenary / Reflections

Monday	Sing songs	Sort a collection of 3D objects by 1 or 2 features and	Review the lesson with
	like:	explain the sorting rule use	Learners
	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Tuesday	Sing songs	Sort a collection of 3D objects by 1 or 2 features and	Review the lesson with
	like:	explain the sorting rule use	Learners
	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Wednesda	Sing songs	Sort a collection of 3D objects by 1 or 2 features and	Review the lesson with
У	like:	explain the sorting rule use	Learners
	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
	1		
Thursday	Sing songs	Sort a collection of 3D objects by 1 or 2 features and	Review the lesson with
	like:	explain the sorting rule use	Learners
	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one5 –		
	Fire		
Friday	Sing songs	Identify examples of these 3D objects in the classroom	Review the lesson with
	like:	and community	Learners
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
	is one		

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:		Cla	ss size:	
Day :			Date:		
Period :			Lesson	:	
Strand: FOR	CES AND MO	VEMENT Sub-stran	nd : FOR	CES AND ENERGY	
Indicator (co	ode)	B2.4.3.1.1			
Content star	ndard (code)	B2.4.3.1.			
Performance	e Indicator	Learners can discover the ef	ffects of	forces on objects	
Leadership (		l tivity and Innovation Commu ng and Problem Solving.	unication	and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including asso	essment	)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Engage	Provide different scenarios t			What have we learnt
	learners to	forces cause objects to mov	•		today?
	sing songs	pushing a chair or pulling a r	•		
	and recite	Learners engaged to do th		_	Ask learners to
	familiar	scrambling of paper and me			summarize the
	rhymes	the classroom, squeezing en			important points of the
		Learners talk about the ac	ctivities t	hey performed	lesson

		Assessment: let learners write the effects of forces on	
		objects	
Thursday	Engage	Emphasise the effects of forces on objects, e.g.	What have we learnt
	learners to	changing shape, making it move, changing the direction	today?
	sing songs	of movement and reducing the speed of a moving	
	and recite	object.	Ask learners to
	familiar		summarize the
	rhymes	Assessment: let learners write the effects of forces on	important points of the
		objects	lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION	CLASS: TWO
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Week Endin	g:			Class size:		
Day :			Da	te:		
Period :			Les	sson:		
Strand : Reli	gious Leaders	Sub-s	strand :	Early Life of the Leaders o	f the three Major	
		Relig	ions			
Indicator (co	ode)	B2. 3.1.1.2:				
Content star	ndard (code)	B2. 3.1.1.				
Performance	e Indicator	Learners can outline the	e moral	essons in the early lives o	of the religious leaders.	
=		tivity and Innovation Corng and Problem Solving.	mmunica	ation and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	lum Page				
DAY	Phase 1:	Phase 2: Main	Phase 2: Main			
	Starter	(new learning including	assessr	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Friday	Engage	Lead learners to talk ab	out the	moral lessons they have	What have we learnt	
	learners to	learnt from the discussi	ions abo	ut the religious leaders	today?	
	sing songs	of the three main religi	ons in G	nana.		
	and recite				Ask learners to	
	familiar				summarize the main	
	rhymes	Assessment: let learner	rs outline	the moral lessons in	points in the lesson	
		the early lives of the re	ligious le	aders		

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Endin	g:			Class size:			
Day:			D	ate:			
Period :		Le	esson :				
Strand : My Country Ghana Sub-str			Sub-strand	: Some Selected Individua	S		
Indicator (co	ode)	B2.2.5.1.1			<del>)</del>		
Content star	ndard (code)	B2.2.5.1.		. \ \ \			
Performance	e Indicator	Learners can iden	tify Ghanaiar	women who have made s	significant contributions to		
		national developn	nent				
				cation and Collaboration P	ersonal Development and		
Leadership (	Critical Thinkin	ng and Problem Sol	ving.	$\mathcal{O}$			
Keywords							
T. L .R. (s) Pictu		Pictures					
Ref:	History curr	iculum Page					
DAY	Di 4	Division Maria					
DAY	Phase 1:	Phase 2: Main	.19	1)	Phase 3:		
	Starter (preparing	(new learning incl	uding assess	sment)	Plenary / Reflections		
	the brain						
	for						
	learning)						
Tuesday	Engage	Think pair-share-	activity: Indiv	vidual learners identify a	What have we learnt		
	learners to	woman who they	admire most	in the community.	today?		
	sing songs						
	and recite	They choose partr	ners and disc	uss the reasons for their	Ask learners to		
	familiar	choice.			summarize the main		
	rhymes				points in the lesson		
		Assessment: let le	arners ident	ify Ghanaian women who			
		have made signific		•			
		development					

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Thursday	Engage	Think pair-share-activity: Individual learners identify a	What have we learnt
	learners to	woman who they admire most in the community.	today?
	sing songs	They choose partners and discuss the reasons for their	
	and recite	choice.	Ask learners to
	familiar		summarize the main
	rhymes	Assessment to the constitution of the contract	points in the lesson
		Assessment: let learners identify Ghanaian women who	
		have made significant contributions to national	
		development	
		development	

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SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand: MOVEMENT CONCEPTS, S		Sub-strar	nd : BODY MANAGEMENT		
PRINCIPLES A	AND STRATEG	SIES			
Indicator (co	ode)	B2.2.4.2.2:			
Content star	ndard (code)	B2.2.4.2.			
Performance	e Indicator	Learners can iden	tify the ro	les of parts of the body not di	rectly involved in catching
		objects.			
Core Compe	tencies: Crea	tivity and Innovation	on Commu	inication and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Sol	lving.		
W		<u> </u>			
Keywords					
T   D (-)					
T. L .R. (s)	DE	cones			
Ref:	PE curriculu	ım Page			
DAY	Dhana 1.	Dhara 20 Main			Discos 2
DAY	Phase 1:	Phase 2: Main	1		Phase 3:
	Starter (preparing	(new learning inc	luding ass	essment)	Plenary / Reflections
	the brain				
	for				
	learning)				
Friday	Learners	Learners understa	and that th	ne parts of the body that are	What have we learnt
,	jog round a			ball help to stabilise the	today?
	demarcate	body in absorbing	_	·	,
	d area in	,	•		Use answers to
	files while				summarise the lesson.
	singing and				
	clapping to				
	warm-up				
	the body				
	for				
	maximal				
	performan				

	ce and to prevent injuries		
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Ending:			Class size:			
Day:		Dat	Date:			
Period :			Les	Lesson:		
Strand : OUR	R NATION GH	ANA Sul	b-strand: I	Being a Citizen		
Indicator (co	ode)	B2.4.1.1.1				
Content star	ndard (code)	B2.4.1.1.				
Performance	e Indicator	Learners can explain	values che	rished by individuals in sc	ociety	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curriculum Page				
DAY	Phase 1: Starter	Phase 2: Main (new learning including	ng assessn	nent)	Phase 3: Plenary / Reflections	
	(preparing the brain for learning)					
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups list in the community e.g hard work, obedience Learners role play the community in the uple education, discipline,	respect, t e, tolerance e roles of m bringing of	nembers of the its members:	What have we learnt today?  Ask learners to summarize the main points in the lesson	

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		Assessment: let learners explain values cherished by individuals in society	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play the following: i. Patriotism ii. Tolerance iii. Volunteerism iv. Love	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners explain values cherished by individuals in society	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending:				Class size:		
Day:				Date:		
Period :				Lesson:		
Strand:			Sub-stran	d:		
Writing Conv	ventions / Usa	age	• Int	egra	ating Grammar in Writte	n Language (Use of
			Action Words)			
			• Int	<ul> <li>Integrating Grammar in Written Language (Use of</li> </ul>		
			Qu	Qualifying Words)		
Indicator (co	ode)	B2.5.3.1.2 B2.1.1.3. B2.5.4.1.1.				
	ndard (code)	B2.5.3.1. B2.1.1.3 B2.5.4.1.				
Performance Indicator		<ul> <li>The learner should write three-letter present tense action words.</li> <li>The learner should use present tense action words in a simple sentence correctly.</li> <li>The learner should recognise comparative words/adjectives in sentences.</li> </ul>				
_		•		nica <sup>-</sup>	tion and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem So	lving.			
Keywords						
T. L .R. (s) Manil		Manila cards, ma	Nanila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	nent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					

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Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Write three-letter present tense action words on the board.</li> <li>Lead learners to read the words.</li> <li>Let learners read the action words as a group.</li> <li>Let learners read the action words one after the other.</li> <li>Demonstrate the action words with the class.</li> </ul>	What have we learnt today?
	Let learners write three-letter present tense action words.	Review the lesson with learners
	Assessment: let learners write three-letter present tense action words.	
Engage leaners to sing songs and recite	<ul> <li>Revise the action words introduced with learners.</li> <li>Write simple sentences made up of present tense action words on the board.</li> <li>Lead learners to read the sentences.</li> </ul>	What have we learnt today?
familiar rhymes	<ul> <li>Let learners read the sentences as a group.</li> <li>Let learners read the sentences one after the other.</li> <li>Help learners to use present tense action words to form simple sentences.</li> </ul>	Review the lesson with learners
	Assessment: let learners use present tense action words in a simple sentence correctly.	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Write sentences with adjectives underlined on flashcards.</li> <li>Lead learners to read the sentences.</li> <li>Let learners read the sentences on their own and correct them where necessary.</li> <li>Use the flashcards to assist learners to recognise</li> </ul>	What have we learnt today?
	comparative words/adjectives in sentences	Review the lesson with learners
	Assessment: let learners identify comparative words/adjectives in sentences.	
	Engage leaners to sing songs and recite familiar rhymes  Engage leaners to sing songs and recite familiar rhymes  Engage leaners to sing songs and recite familiar rhymes	Engage leaners to sing songs and recite familiar rhymes  • Write three-letter present tense action words on the board.  • Lead learners to read the words.  • Let learners read the action words as a group.  • Let learners read the action words one after the other.  • Demonstrate the action words with the class.  • Let learners write three-letter present tense action words.  Engage leaners to sing songs and recite familiar rhymes  • Write simple sentences made up of present tense action words on the board.  • Lead learners to read the sentences.  • Let learners read the sentences as a group.  • Let learners read the sentences one after the other.  • Help learners to use present tense action words to form simple sentence.  Assessment: let learners use present tense action words in a simple sentence correctly.  • Write sentences with adjectives underlined on flashcards.  • Let learners read the sentences.  • Let learners read the sentences on their own and correct them where necessary.  • Use the flashcards to assist learners to recognise comparative words/adjectives in sentences  Assessment: let learners identify comparative

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# TERM TWO BASIC TWO WEEK ELEVEN

NANA FIIFI ACQUAH		
	·	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:		Class size:		
Day:	D	Pate:		
Period :		esson :		
Strand:	Sub-strand			
A. Oral Language		ening Comprehension		
B. Reading		omprehension		
C. Writing		reative/Free Writing		
D. Using Writing Con		g Qualifying Words: Adjectives		
E. Extensive Reading	E. Build	ding The Love And Culture Of Reading		
Indicator (code)	B2.1.7.1.3 B2.2.7.2.2 B2	.4.7.1.1 B2.5.7.1.2. B2.6.1.1.1		
Content standard (code)	B2.1.7.1. B2.2.7.2. B2	.4.7.1. B2.5.7.1. B2.6.1.1.		
Core Competencies: Crea Leadership Critical Thinkin	moral, etc.)  B. Learners can describe of the control of the contr	copy correct sentences from substitution tables ositions to form simple sentences to indicate position ariety of age and level-appropriate books and texts		
Keywords				

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class					
	_	library.					
Ref:	English Lang	nguage curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)				Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	Read aloud a story to learners.  • Have them identify and discuss (in pairs) the events in the story.  • Have groups share their views with the whole class.				What have we learnt today?  Ask learners to summarize the main points in the lesson	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING  Have them identify and describe events in the stories.  • Guide learners to unfold the events in a story sequentially  Assessment: let learners describe events in a story			What have we learnt today?  Ask learners to summarize the main points in the lesson		
Wednesda y Engage learners to sing songs and recite familiar rhymes		C. WRITING Have a simple board  I We The Boys  Have learners table. • With a from the substitute learners their sentence	Sing Play Read identify the example stitution take read out the sin their bear sin the sin their bear sin their bear sin the sin the sin their bear sin the sin the sin their bear sin the sin their bear sin the	at e wo e, let l ole neir s	School  Home the park  rds that make earners form entences and	up the sentences write down	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: le substitution ta		сору	correct sente	nces from	

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Thursday	Engage learners to sing songs	D.WRITING CONVENTIONS AND GRAMMAR USAGE Provide a short passage containing prepositions that indicate position and time.	What have we learnt today?
	and recite familiar rhymes	Let learners identify the prepositions.	Ask learners to summarize the main points in the lesson
		Assessment: let learners use prepositions to form	
		simple sentences to indicate position and time	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to		today?
	sing songs	Use the Author's chair to introduce the reading/library	
	and recite	time.	Ask learners to
	familiar	Have a variety of age and level-appropriate books for	summarize the main
	rhymes	learners to make a choice.	points in the lesson
		Introduce narratives, pop-up and flip-the-page texts	
		to learners.	
		Introduce e-books to learners, if available.	
		For each reading session, guide learners to select	
		books	
		Assessment: let learners read a variety of age and level-	
		appropriate books and texts from print and non-print	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending	g:			Class size:		
Day: Period:				Date : Lesson :		
Strand : GEOMETRY AND MEASUREMENT Sub-stra			Sub-stranc	1: 2D and 3D Shapes		
Indicator (code)		B2.3.1.1.1	B2.3.1.1.1			
Content standard (code) B2		B2.3.1.1.	32.3.1.1.			
Performance Indicator				ommon features or attribution cones, pyramids, cubes) of		
_		tivity and Innovati ng and Problem So		ication and Collaboration Po	ersonal Development and	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	s curriculum Pag	e			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	cluding asse	ssment)	Phase 3: Plenary / Reflections	

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Monday	Sing songs like:	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs	Sort a collection of 3D objects by 1 or 2 features and	Review the lesson with
,	like:	explain the sorting rule use	Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Wednesda	Sing songs	Sort a collection of 3D objects by 1 or 2 features and	Review the lesson with
У	like:	explain the sorting rule use	learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs	Sort a collection of 3D objects by 1 or 2 features and	Review the lesson with
	like: I'm counting one, what is one	explain the sorting rule use  Assessment: have learners to practice with more examples	Learners
Friday	Sing songs	Identify examples of these 3D objects in the classroom	Review the lesson with
	like: I'm counting	Assessment: have learners to practice with more	Learners
	one, what	examples	
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : PERFORMING AR		TS	Sub-strane	d: Displaying and Sharing	
Indicator (co	ode)	B2 2.3.4.1			
Content star	ndard (code)	B2 2.3.4.		. \ \ \	
Performance	e Indicator	Learners can plan	a display o	f own artworks to share crea	itive experiences based on
		ideas of performi	ng artwork	s that reflect the history an	d culture or way of life of
		people in other G	hanaian co	mmunities	
Core Compe	tencies: Crea	tivity and Innovation	on Commur	nication and Collaboration P	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Sol	ving.		
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	ts curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding asse	ssment)	Plenary / Reflections
	(preparing				
	the brain				
	for	•			
	learning)				
Monday	Engage	Learners are to			What have we learnt
	learners to			e performances of	today?
	sing songs			ory and culture of people	
	and recite	in other commun	ities in Gha	na;	Ask learners to
	familiar				summarize the main
	rhymes	Assessment: let le	earners disp	lay of own artworks to	points in the lesson
		share creative exp	periences		

Wednesda	Engage	Learners are to	What have we learnt
У	learners to	plan a display of own music, dance and drama	today?
	sing songs	compositions to share ideas, educate and inform the	
	and recite	public on the history and culture of people in other	Ask learners to
	familiar	Ghanaian communities.	summarize the main
	rhymes		points in the lesson
		Assessment: let learners display of own artworks to	
		share creative experiences	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :				Less	son :	
Strand : FOR	CES AND ENE	RGY	Sub-stran	<b>d :</b> E	LECTRICITY AND ELECTR	ONICS
Indicator (co	ode)	B2.4.2.2.2				
Content star	ndard (code)	B2.4.2.2.				
Performance	e Indicator	Learners can invest	tigate the	fun	ction of batteries in elect	ronic devices
-		tivity and Innovation ng and Problem Solv		nicat	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAV	Phase 1:	Phase 2: Main				Phase 3:
DAY	Starter		dina acce		\ant\	
	(preparing the brain	(new learning inclu	ding asse	255111	ient)	Plenary / Reflections
	for learning)					
Monday	Engage learners to sing songs	Learners build a pa battery and LED.	per circui	t usi	ng a graphite pencil,	What have we learnt today?
	and recite familiar					Ask learners to summarize the
	rhymes	Assessment: let lea batteries in electro			n the function of	important points of the lesson

Thursday	Engage	Learners build a paper circuit using a graphite pencil,	What have we learnt
	learners to	battery and LED.	today?
	sing songs		
	and recite		Ask learners to
	familiar		summarize the
	rhymes	Assessment: let learners mention the function of	important points of the
		batteries in electronic devices	lesson

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NANA FIIFI ACQUAH		
	 LESSON PLAN	

# SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Date:  Period:  Strand: Religious Leaders  Sub-strand: Early Life of the Leaders of the three Major Religions  Indicator (code)  B2. 3.1.1.2:  Content standard (code)  B2. 3.1.1.:  Performance Indicator  Learners can outline the moral lessons in the early lives of the religious leaders  Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development	
Strand : Religious Leaders  Sub-strand : Early Life of the Leaders of the three Major Religions  Indicator (code)  B2. 3.1.1.2:  Content standard (code)  B2. 3.1.1.:  Performance Indicator  Learners can outline the moral lessons in the early lives of the religious leaders.	
Indicator (code)  B2. 3.1.1.2:  Content standard (code)  B2. 3.1.1.:  Performance Indicator  Learners can outline the moral lessons in the early lives of the religious lead	
Indicator (code)  B2. 3.1.1.2:  Content standard (code)  B2. 3.1.1.:  Performance Indicator  Learners can outline the moral lessons in the early lives of the religious lead	
Content standard (code) B2. 3.1.1.:  Performance Indicator  Learners can outline the moral lessons in the early lives of the religious lead	
Performance Indicator Learners can outline the moral lessons in the early lives of the religious lead	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development	nt and
Leadership Critical Thinking and Problem Solving.	
Keywords	
T. L.R. (s) Pictures	
Ref: RME curriculum Page	
DAY Phase 1: Phase 2: Main Phase 3:	
Starter (new learning including assessment) Plenary / Reflecti	ons
(preparing the brain	
for	
learning)	
Friday Engage . • Guide learners to explain how they will apply the What have we lea	rnt
learners to moral lessons learnt from the religious leaders in their today?	
sing songs daily lives.	
and recite Ask learners to	
familiar summarize the m	ain
rhymes points in the less	n
Assessment: let learners outline the moral lessons in the early lives of the religious leaders.	

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	·:	LESSON PLA

SUBJECT: HISTORY CLASS: TWO

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : My Country Ghar		na	Sub-stran	nd : Some Selected Individuals		
Indicator (co	ode)	B2.2.5.1.1				
Content star	ndard (code)	B2.2.5.1.				
Performance	e Indicator	Learners can iden	tify Ghana	ian women who have made s	ignificant contributions to	
		national developr				
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkii	ng and Problem Sol	ving.	<i>(1)</i> ,		
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
					T	
DAY	Phase 1:	Phase 2: Main		,	Phase 3:	
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Tuesday	Engage	Think nair-share-	activity: In	dividual learners identify a	What have we learnt	
Tuesday	learners to	•	•	ost in the community.	today?	
	sing songs	,		· · · · · · · · · · · · · · · · · · ·	toddy.	
	and recite	They choose part	ners and d	iscuss the reasons for their	Ask learners to	
	familiar	choice.			summarize the main	
	rhymes				points in the lesson	
	,			entify Ghanaian women who ibutions to national	<b>F</b>	

INAINA I III I ACC	1		T
Thursday	Engage	Think pair-share-activity: Individual learners identify a	What have we learnt
	learners to	woman who they admire most in the community.	today?
	sing songs	They choose partners and discuss the reasons for their	
	and recite	choice.	Ask learners to
	familiar		summarize the main
rhymes		Assessment: let learners identify Ghanaian women who	points in the lesson
		have made significant contributions to national	
		development	
			$\sim$

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : My	Country Ghar	na	Sub-strar	nd : Some Selected Individuals		
Indicator (co	ode)	B2.2.5.1.1				
Content star	ndard (code)	B2.2.5.1.				
Performance	e Indicator	Learners can iden	tify Ghana	ian women who have made s	ignificant contributions to	
		national developr				
Core Competencies: Crea Leadership Critical Thinkin				nication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)						
Ref:						
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	·	-	dividual learners identify a	What have we learnt	
	learners to	woman who they	aumire m	ost in the community.	today?	
	sing songs	They choose part	ners and d	iscuss the reasons for their	Ack loarnors to	
	and recite familiar	choice.			Ask learners to summarize the main	
	rhymes				points in the lesson	
	mymes			entify Ghanaian women who ibutions to national	points in the lesson	

INAINA I III I ACC	1		T
Thursday	Engage	Think pair-share-activity: Individual learners identify a	What have we learnt
	learners to	woman who they admire most in the community.	today?
	sing songs	They choose partners and discuss the reasons for their	
	and recite	choice.	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners identify Ghanaian women who	points in the lesson
		have made significant contributions to national	
		development	
			$\sim$

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SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Endin	g:				Class size:			
Day:				Date :				
Period :			Les	son:				
Strand: MOVEMENT CONCEPTS, S		Sub-strar	nd : S	TRATEGIES				
PRINCIPLES A	AND STRATEG	GIES						
Indicator (co	ode)	B2.2.5.2.1:	B2.2.5.2.1:					
Content star	ndard (code)	B2.2.5.2.	B2.2.5.2.					
Performance	e Indicator	Learners can ide	ntify oppo	rtun	ities to use underhand	and overhand movement		
		(throw) patterns						
-		•		ınica	tion and Collaboration P	ersonal Development and		
Leadership (	Critical Thinkir	ng and Problem Sol	lving.					
Keywords								
Reywords								
T. L .R. (s)		cones		<del>\                                    </del>				
Ref:	PE curriculu							
nei.	PL Culticulu	III Fage						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
DAI	Starter	(new learning inc	luding ass	essm	nent)	Plenary / Reflections		
	(preparing	(new learning inte	idding doo	C3311		Trendry Trendedions		
	the brain							
	for							
	learning)							
Friday	Learners	Guide learners to	understar	nd th	at underhand and	What have we learnt		
	jog round a	overhand throws	are used i	n gar	nes such as netball,	today?		
	demarcate	basketball, and ha	andball, et	c. fo	r passing and shooting			
	d area in					Use answers to		
	files while					summarise the lesson.		
	singing and							
	clapping to							
	warm-up							
	the body							
	for							
	maximal							
	performan							

	ce and to prevent injuries		
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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Endin	g:			Class size:		
Day:				Date :	_//\_	
Period :				Lesson:		
Strand : OUR	R NATION GH	ANA	Sub-strand	<b>d :</b> Being a Citizen		
Indicator (co	ode)	B2.4.1.1.1				
Content star	ndard (code)	B2.4.1.1.				
Performance	e Indicator	Learners can expla	ain values o	cherished by individuals in sc	ociety	
		tivity and Innovationg and Problem Sol		nication and Collaboration Po	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curricu	llum Page			
DAY	Phase 1:	Phase 2: Main	)		Phase 3:	
	Starter	(new learning incl	uding asse	essment)	Plenary / Reflections	
	(preparing		J	,		
	the brain					
	for learning)					
Tuesday	Engage learners to sing songs and recite familiar rhymes	in the community hard work, obedient Learners role play community in the education, discipling	e.g. respectance, tolerance, tolerance, the roles of upbringing ine, counse	of members of the g of its members:	What have we learnt today?  Ask learners to summarize the main points in the lesson	
		individuals in soci	etv			

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Thursday	Engage	Learners role play the following:	What have we learnt
	learners to	i. Patriotism	today?
	sing songs	ii. Tolerance	
	and recite	iii. Volunteerism	Ask learners to
	familiar	iv. Love	summarize the main
	rhymes	Assessment: let learners explain values cherished by individuals in society	points in the lesson

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Date : .......

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SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending	g:			Class size:		
Day:				Date:		
Period :			Lesson:			
Strand:			Sub-strar	nd:		
Writing Conv	ventions / Usa	age	• In	tegrating Grammar in Writter	n Language (Use of	
			Q	ualifying Words)		
			• In	tegrating Grammar in Writter	n Language (Use of	
			Po	ostpositions)		
Indicator (co	ode)	B2.5.4.1.2	B2.5.5.1.	1.		
Content star	ndard (code)	B2.5.4.1.	B2.5.5.1.			
Performance	e Indicator	• The learn	<ul> <li>The learner should explain values cherished by individuals in society</li> </ul>			
		• The learne	ne learner should write and use some postpositions in sentences.			
=		tivity and Innovations and Problem So		inication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
	Engage	• Let learners sin	•	•	What have we learnt	
	leaners to			v comparison and underline	today?	
	sing songs	the word that sho	ow this on	flashcards.		
	and recite	<ul> <li>Lead learners to</li> </ul>	o read the	sentences.		

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familiar rhymes	<ul> <li>Let learners read the sentences on their own and correct them where necessary.</li> <li>Help learners to use adjectives to form comparative words in sentences.</li> </ul>	Review the lesson with learners
	Assessment: let learners explain values cherished by individuals in society	
Engage leaners to sing songs and recite	<ul> <li>Let learners mention some traditional occupations they know.</li> <li>Lead learners to sing songs associated with the traditional occupation.</li> </ul>	What have we learnt today?
familiar rhymes	<ul> <li>Write sentences with postposition words underlined on flashcards.</li> <li>Call learners individually to pick a card, show it to the class and read the sentence aloud to the class.</li> <li>Use the flashcards to help learners to recognise the postpositions in the sentences and write the postpositions.</li> </ul> Assessment: let learners write and use some postpositions in sentences.	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today?  Review the lesson with learners

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# TERM TWO BASIC TWO WEEK TWELVE

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending:			Class si	ze:	
Day:		Date	:		
Period :		Lesso	on:	13	
Strand:	Sub-stran				
A. Oral Language				prehension	
B. Reading			hensio		
C. Writing			-	Writing	
D. Using Writing Con		_	=	ng Words: Adje	
E. Extensive Reading	E. Bu	ıilding	g The Lo	ove And Cultur	e Of Reading
Indicator (code)	B2.1.7.1.3 B2.2.7.2.2 E	B2.4.7	7.1.1	B2.5.7.1.2.	B2.6.1.1.1
Content standard (code)	B2.1.7.1. B2.2.7.2. B	32.4.7	.1.	B2.5.7.1.	B2.6.1.1.
Leadership Critical Thinkin	moral, etc.)  B. Learners can describe C. Learners can write or D. Learners can use preand time E. Learners can read a from print and non-pativity and Innovation Commu	e eve r copy positi varie orint	nts in a corrections to ty of a	story ct sentences fr form simple se ge and level-a	ntences to indicate position ppropriate books and texts
Keywords					

T. L .R. (s)		Word cards, ser library.	ntence cards	, lette	r cards, handwriting	on a manila card and a clas
Ref:	English Lang	guage curriculum				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning in	Phase 3: Plenary / Reflections			
Monday	Engage learners to sing songs and recite familiar rhymes	the story.	ory to learne entify and di share their v	scuss riews v	(in pairs) the events with the whole class.	Ask learners to
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING  Have them iden  Guide learner sequentially  Assessment: let	What have we learnt today?  Ask learners to summarize the main points in the lesson			
Wednesday	Engage learners to sing songs and recite familiar rhymes	I We The Boys  Have learners in table. • With an from the substitution	Sing Play Read dentify the way a example, lead to the continuous table ead out their	at vords et lear r sent	School Home the park that make up the ners form sentences	What have we learnt today?  Ask learners to summarize the main points in the lesson

VANATIIITAC	<u> </u>	Assessment: let learners copy correct sentences from	
		substitution tables	
		Substitution tables	
Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Provide a short passage containing prepositions that	today?
	sing songs	indicate position and time.	
	and recite	Let learners identify the prepositions.	Ask learners to
	familiar		summarize the main
	rhymes	A	points in the lesson
		Assessment: let learners use prepositions to form	
		simple sentences to indicate position and time	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Use the Author's chair to introduce the reading/library	today?
	sing songs	time.	
	and recite	Have a variety of age and level-appropriate books for	Ask learners to
	familiar	learners to make a choice.	summarize the main
	rhymes	Introduce narratives, pop-up and flip-the-page texts	points in the lesson
	,	to learners.	
		Introduce e-books to learners, if available.	
		For each reading session, guide learners to select	
		books	
		Assessment: let learners read a variety of age and level-	
		appropriate books and texts from print and non-print	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Ending	g:			Class size:	
Day:			Da	nte :	
Period : Lesson :					
Strand : PHYSICAL FITNESS Sub-strand : STRENGT			STRENGTH		
Indicator (co	ode)	B2.3.2.3.1			
Content star	ndard (code)	B2.3.2.3.			
Performance	e Indicator	Learners can Perform fou	r cont	cinuous abdominal curls	
=		tivity and Innovation Comr	nunic	ation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		cones			
Ref:	PE curriculu	m Page		7	
DAY	Phase 1: Starter (preparing the brain for learning)			Phase 3: Plenary / Reflections	
Friday	Learners jog round a demarcate d area in files while singing and clapping to warm-up the body for maximal performan ce and to	palms down. Lift the head hand support and back to rhythm. Learners perform	on the and the ance em to emen	te floor by the side with shoulders forward with loor on a two-count above activities and a Give their performance work towards them for t of abdominal muscular ers' abdominal muscular	What have we learnt today?  Use answers to summarise the lesson.

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prevent		
injuries		
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	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: TWO

Week Ending	g:				Class size:	
Day:				Date	e: son:	
<b>Strand</b> : GEC	METRY AND	MEASUREMENT	Sub-strand	1:2	D and 3D Shapes	
Indicator (co	ode)	B2.3.1.1.1				
Content star	ndard (code)	B2.3.1.1.				
Performance Indicator  Learners can identify the objects (spheres, cylinders orientations.						
=		tivity and Innovations and Problem So		icat	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	s curriculum Page	e			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asses	ssm	ent)	Phase 3: Plenary / Reflections

Sing songs like:	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use	Review the lesson with Learners
I'm counting one, what is one	Assessment: have learners to practice with more examples	
Sing songs	Sort a collection of 3D objects by 1 or 2 features and	Review the lesson with
like:	explain the sorting rule use	Learners
I'm counting one, what is one	Assessment: have learners to practice with more examples	
Sing songs like:	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use	Review the lesson with learners
I'm counting one, what is one	Assessment: have learners to practice with more examples	
Sing songs like:	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use	Review the lesson with Learners
I'm counting one, what is one	Assessment: have learners to practice with more examples	
Sing songs	Identify examples of these 3D objects in the classroom	Review the lesson with
like:	and community	Learners
ľm	Assessment: have learners to practice with more	
9		
	like: I'm counting one, what is one Sing songs like: I'm counting one, what is one Sing songs like: I'm counting one, what is one Sing songs like: I'm counting one, what is one Sing songs like:	like:  I'm counting one, what is one  Sing songs like:  Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use  I'm counting one, what is one  Sing songs like:  Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use  Sing songs like:  Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use  I'm counting one, what is one  Sing songs like:  Assessment: have learners to practice with more examples  Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use  Sing songs like:  Assessment: have learners to practice with more examples  Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use  I'm counting one, what is one  Sing songs like:  Assessment: have learners to practice with more examples.

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	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: TWO

				T _		
Week Ending:			Class size:			
Day:		Da	Date:			
Period :			Les	Lesson:		
Strand: PER	FORMING AR	TS <b>Sub-str</b>	and:	Displaying and Sharing		
Indicator (co	ode)	B2 2.3.4.1				
Content star	ndard (code)	B2 2.3.4.				
Performance	e Indicator	Learners can plan a display ideas of performing artwo people in other Ghanaian	rks th	nat reflect the history an	•	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.  Keywords						
T. L .R. (s)	1	Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to :  :  :  :  :  :  :  :  :  :  :  :  :	istory hana; isplay	and culture of people	What have we learnt today?  Ask learners to summarize the main points in the lesson	

Wednesday	Engage	Learners are to	What have we learnt
	learners to	plan a display of own music, dance and drama	today?
	sing songs	compositions to share ideas, educate and inform the	
	and recite	public on the history and culture of people in other	Ask learners to
	familiar	Ghanaian communities.	summarize the main
	rhymes		points in the lesson
		Assessment: let learners display of own artworks to	
		share creative experiences	
		•	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: TWO

Week Endin	g:				Class size:	
Day:				Date:		
Period :				Les	son :	
Strand : FOR	CES AND ENE	RGY	Sub-stran	<b>d :</b> E	LECTRICITY AND ELECTR	ONICS
Indicator (co	ode)	B2.4.2.2.2				
Content star	ndard (code)	B2.4.2.2.			. \ \ \	
Performance	e Indicator	Learners can invest	tigate the	fun	ction of batteries in elect	ronic devices
•		tivity and Innovation ng and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
D/(I	Starter	(new learning inclu	ıding asse	255m	nent)	Plenary / Reflections
	(preparing	(new learning inera	iding door	23311	ierrej	Trendry / Nemedians
	the brain					
	for					
	learning)					
Monday	Engage	Learners build a pa	per circui	it usi	ing a graphite pencil,	What have we learnt
	learners to	battery and LED. today?				today?
	sing songs					
	and recite					Ask learners to
	familiar	Assessment: let lea	arners me	ntio	n the function of	summarize the
	rhymes	batteries in electro	nic device	es		important points of the
						lesson

Thursday	Engage	Learners build a paper circuit using a graphite pencil,	What have we learnt
	learners to	battery and LED.	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners mention the function of	summarize the
	rhymes	batteries in electronic devices	important points of the
			lesson

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	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: TWO

Week Ending:				Class size:			
Day:				Date :			
Period :				Less	on :		
Strand : Reli	gious Leaders	5	<b>Sub-stran</b> Religions	nd : E	arly Life of	the Leaders	of the three Major
Indicator (co	ode)	B2. 3.1.1.2:					
Content star	ndard (code)	B2. 3.1.1.					$\lambda \cup$
Performance	e Indicator	Learners can outli	ne the mo	ral le	essons in tl	ne early lives	of the religious leaders.
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Critical Thinking and Problem Solving.  Keywords						Personal Development and	
T. L .R. (s)		Pictures					
Ref:	RME curricu	ulum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding ass	essm	ent)		Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	. • Guide learners moral lessons lear daily lives.	•		•		Friday
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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: TWO

g:			Class size:			
			Date :			
			Lesson:			
Country Ghar	na	Sub-stran	id : Some Selected Individual			
de)	B2.2.5.1.1					
dard (code)	B2.2.5.1.					
Indicator	Learners can iden	tify Ghana	ian women who have made s	ignificant contributions to		
tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration Pe	ersonal Development and		
ritical Thinkir	ng and Problem Sol	lving.	10,			
			<u></u>			
	Pictures					
History curr	iculum Page					
Phase 1:	Phase 2: Main			Phase 3:		
Starter	(new learning incl	luding ass	essment)	Plenary / Reflections		
(preparing						
the brain						
for						
learning)						
Engage	•	-	•	What have we learnt		
	woman who they	admire m	ost in the community.	today?		
	Thoy choose party	nors and d	iscuss the reasons for their			
and recite		ileis aliu u	iscuss the reasons for their	Ask learners to		
	Cirolec.			summarize the main		
rnymes			•	points in the lesson		
	de) dard (code) eIndicator encies: Crearitical Thinkin  History curr  Phase 1: Starter (preparing the brain for learning)	de) B2.2.5.1.1  dard (code) B2.2.5.1. Indicator Learners can iden national development of the control of the co	de) dard (code) B2.2.5.1.1 dard (code) B2.2.5.1. Indicator Learners can identify Ghana national development tencies: Creativity and Innovation Communitical Thinking and Problem Solving.  Pictures History curriculum Page  Phase 1: Starter (preparing the brain for learning) Engage Indicator Indicator Pictures  Pictures  Think pair-share-activity: In woman who they admire m woman who they admire m sing songs and recite familiar rhymes  Assessment: let learners ide have made significant contri	Lesson:  Country Ghana  B2.2.5.1.1  dard (code) B2.2.5.1.  Indicator Learners can identify Ghanaian women who have made s national development  Rencies: Creativity and Innovation Communication and Collaboration Peritical Thinking and Problem Solving.  Pictures  History curriculum Page  Phase 1: Starter (preparing the brain for learning) Engage Iearners to sing songs and recite familiar rhymes  Assessment: let learners identify Ghanaian women who have made significant contributions to national		

Thursday	Engage	Think pair-share-activity: Individual learners identify a	What have we learnt
	learners to	woman who they admire most in the community.	today?
	sing songs	They choose partners and discuss the reasons for their	
	and recite	choice.	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners identify Ghanaian women who	points in the lesson
		have made significant contributions to national development	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: TWO

Week Endin	g:			Class size:			
Day:			Date:				
Period :			Lesson:				
Strand : OU	R NATION GH	ANA	Sub-stran	n <b>d :</b> Beinફ	g a Citizen		
Indicator (co	ode)	B2.4.1.1.1					
Content sta	ndard (code)	B2.4.1.1.					
Performanc	e Indicator	Learners can expl	ain values	cherishe	d by individu	als in so	ociety
=		tivity and Innovationg and Problem Sol		inication	and Collabor	ation Pe	ersonal Development and
Keywords							
T. L .R. (s)		Pictures					
Ref:	Our World (	Our People curricu	ılum Page	9			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	luding asse	essment	)		Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in group in the community hard work, obedie Learners role play community in the education, discipl Assessment: let le individuals in soci	te.g. respective.ce, tolerand the roles of upbringing ine, counse earners exp	ect, team rance of memb og of its m elling, et	work, honest pers of the nembers: c	-γ,	What have we learnt today?  Ask learners to summarize the main points in the lesson

NANA FIIFI AC	QUAH		
Thursday	Faces		What have we leave
Thursday	Engage	Learners role play the following:	What have we learnt
	learners to	i. Patriotism	today?
	sing songs	ii. Tolerance	
	and recite	iii. Volunteerism	Ask learners to
	familiar	iv. Love	summarize the main
	rhymes	Assessment: let learners explain values cherished by individuals in society	points in the lesson

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SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand:			Sub-strar	nd:	
Extensive Re	eading/ Childr	en Library	Read Alo	ud With Children	
Indicator (co	ode)	B2.6.2.1.1			
Content star	ndard (code)	B2.6.2.1.			
Performance	e Indicator	The learner shou words.	ld read sh	ort passages of simple sente	ences of about five to six
Leadership (		tivity and Innovations and Problem So		inication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for learning)				
	Engage	• Let learners sin	a a traditio	onal occupational song they	What have we learnt
	leaners to		ig a traditio	onal occupational song they	today?
	sing songs		s with read	ding books (the book should	
	and recite			ding to the number of words	
	familiar	prescribed).	~pc 400010	and to the hamber of words	
	rhymes	. ,	read the	passage in the book.	
		• Let learners rea			

ANA FIIFI ACQUAH	Assist learners to read short passages of simple	
	sentences of about five to six words in other parts of the book.	Review the lesson with learners
	Assessment: let learners read short passages of simple sentences of about five to six words	
Engage leaners sing so and rec familiar rhymes	Provide learners with reading books (the book should)	What have we learnt today?  Review the lesson with learners
Engage leaners sing so and rec familiar rhymes	• Provide learners with reading books (the book should	What have we learnt today?  Review the lesson with learners
	Assessment: let learners read short passages of simple sentences of about five to six words	

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