

TERM TWO BASIC TWO WEEK ELEVEN

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WEEKLY SCHEME OF LEARNING- WEEK ELEVEN

BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		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	
Performance Indicator		Learners can recognise and discuss events in a story (characters, settings, moral, etc.) Learners can describe events in a story Learners can write or copy correct sentences from substitution tables Learners can use prepositions to form simple sentences to indicate position and time Learners can read a variety of age and level-appropriate books and texts from print and non-print	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE 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. Assessment: let learners discuss events in a story	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	<p>B.READING</p> <p>Have them identify and describe events in the stories.</p> <ul style="list-style-type: none"> • Guide learners to unfold the events in a story sequentially <p>Assessment: let learners describe events in a story</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>												
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Have a simple 3-4 column substitution table on the board</p> <table border="1"> <tr> <td>I</td><td>Sing</td><td>at</td><td>School</td></tr> <tr> <td>We</td><td><u>Play</u></td><td></td><td>Home</td></tr> <tr> <td>The Boys</td><td>Read</td><td></td><td>the park</td></tr> </table> <p>Have learners identify the words that make up the table. • With an example, let learners form sentences from the substitution table</p> <p>Have learners read out their sentences and write down their sentences in their books</p> <p>Assessment: let learners copy correct sentences from substitution tables</p>	I	Sing	at	School	We	<u>Play</u>		Home	The Boys	Read		the park	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
I	Sing	at	School												
We	<u>Play</u>		Home												
The Boys	Read		the park												
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Provide a short passage containing prepositions</p>	<p>What have we learnt today?</p>												

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		<p>that indicate position and time.</p> <ul style="list-style-type: none"> • Let learners identify the prepositions. <p>Assessment: let learners use prepositions to form simple sentences to indicate position and time</p>	<p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/library time.</p> <ul style="list-style-type: none"> • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending			
Class		Two	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B2.3.1.1.1	
Performance Indicator		Learners can identify the common features or attributes of a collection of 3D objects (spheres, cylinders, cones, pyramids, cubes) of different dimensions or orientations.	
Strand		GEOMETRY AND MEASUREMENT	
Sub strand		2D and 3D Shapes	
Teaching/ Learning Resources		Counters	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Sing songs like: I’m counting one, what is one 1 - One is one alone, alone it shall be.	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like: I’m counting one, what is one	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use	Review the lesson with Learners Assessment: have learners to practice with more examples
Wednesday	Sing songs like: I’m counting one, what is one	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use	Review the lesson with learners Assessment: have learners to practice with more examples

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Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	Identify examples of these 3D objects in the classroom and community	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class		Two	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B2 2.3.4.1	
Performance Indicator		Learners can plan a display of own artworks to share creative experiences based on ideas of performing artworks that reflect the history and culture or way of life of people in other Ghanaian communities	
Strand		PERFORMING ARTS	
Sub strand		Displaying and Sharing	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to : 📺 watch a short video or live performances of artworks that reflect the history and culture of people in other communities in Ghana; Assessment: let learners display of own artworks to share creative experiences	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	Learners are to plan a display of own music, dance and drama compositions to share ideas, educate and inform the public on the history and culture of people in	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>other Ghanaian communities.</p> <p>Assessment: let learners display of own artworks to share creative experiences</p>	
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Week Ending			
Class		Two	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B2.4.2.2.2	
Performance Indicator		Learners can investigate the function of batteries in electronic devices	
Strand		FORCES AND ENERGY	
Sub strand		ELECTRICITY AND ELECTRONICS	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners build a paper circuit using a graphite pencil, battery and LED. Assessment: let learners mention the function of batteries in electronic devices	What have we learnt today? Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners build a paper circuit using a graphite pencil, battery and LED. Assessment: let learners mention the function of batteries in electronic devices	What have we learnt today? Ask learners to summarize the important points of the lesson

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Week Ending			
Class		Two	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B2. 3.1.1.2:	
Performance Indicator		Learners can outline the moral lessons in the early lives of the religious leaders.	
Strand		Religious Leaders	
Sub strand		Early Life of the Leaders of the three Major Religions	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	. • Guide learners to explain how they will apply the moral lessons learnt from the religious leaders in their daily lives. Assessment: let learners outline the moral lessons in the early lives of the religious leaders.	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Two	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B2.2.5.1.1	
Performance Indicator		Learners can identify Ghanaian women who have made significant contributions to national development	
Strand		My Country Ghana	
Sub strand		Some Selected Individuals	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice. Assessment: let learners identify Ghanaian women who have made significant contributions to national development	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners identify Ghanaian women who have made significant contributions to national development	
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Week Ending			
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B2.2.5.2.1:	
Performance Indicator		Learners can Identify opportunities to use underhand and overhand movement (throw) patterns	
Strand		MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	
Sub strand		STRATEGIES	
Teaching/ Learning Resources		cones	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Guide learners to understand that underhand and overhand throws are used in games such as netball, basketball, and handball, etc. for passing and shooting	What have we learnt today? Use answers to summarise the lesson.

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Week Ending			
Class		Two	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B2.4.1.1.1	
Performance Indicator		Learners can explain values cherished by individuals in society	
Strand		OUR NATION GHANA	
Sub strand		Being a Citizen	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups list values and behaviours cherished in the community e.g. respect, teamwork, honesty, hard work, obedience, tolerance Learners role play the roles of members of the community in the upbringing of its members: education, discipline, counselling, etc Assessment: let learners explain values cherished by individuals in society	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners 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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Learning Indicator (s) (Ref. No.)		B2.5.4.1.2 Use comparative words/adjectives to form short sentence. B2.5.5.1.1 Write and use some postpositions in sentences.	
Performance Indicators		<ul style="list-style-type: none">• The learner should explain values cherished by individuals in society• The learner should write and use some postpositions in sentences.	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAI LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Let learners sing a popular song.• Write sentences that show comparison and underline the word that show this on flashcards.• Lead learners to read the sentences.• Let learners read the sentences on their own and correct them where necessary.• Help learners to use adjectives to form comparative words in sentences. Assessment: let learners explain values cherished by individuals in society	What have we learnt today? <

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners mention some traditional occupations they know. • Lead learners to sing songs associated with the traditional occupation. • Write sentences with postposition words underlined on flashcards. • Call learners individually to pick a card, show it to the class and read the sentence aloud to the class. • Use the flashcards to help learners to recognise the postpositions in the sentences and write the postpositions. <p>Assessment: let learners write and use some postpositions in sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners use postpositions to form simple sentences <p>Assessment: let learners write and use some postpositions in sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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