

TERM TWO BASIC TWO WEEK FOUR

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WEEKLY SCHEME OF LEARNING- WEEK FOUR

BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		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	
Performance Indicator		Learners can use a wide variety of words to talk about manners Learners can use dictionaries and glossaries to clarify meaning of words Learners can write simple and meaningful sentences on objects found in the environment Learners can identify and use simple sentences to describe the weather and show quantity and position or order of people and things 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 Ask learners to Use a wide variety of words to talk about manners Assessment: let learners use a wide variety of words to talk about manners	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 Have learners use guide words to find meaning of words used.</p> <ul style="list-style-type: none"> • Have learners practise in pairs <p>Assessment: let learners use dictionaries and glossaries to clarify meaning of words</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 Take learners out on a field-trip outside the school to observe things.</p> <ul style="list-style-type: none"> • Discuss the trip and write their observations in simple sentences on the board. e.g. i. There is a blue house near the school. <p>Assessment: let learners write simple and meaningful sentences on objects found in the environment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>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</p> <p>Assessment: let learners use simple sentences to describe the weather and show quantity and</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		position or order of people and things	
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>

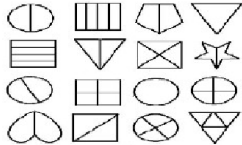
Week Ending			
Class		Two	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B2 2.2.2.2	
Performance Indicator		Learners can make decisions to create own artworks from imagination based on performing artworks produced or performed in other communities in Ghana	
Strand		PERFORMING ARTS	
Sub strand		Planning, Making and Composing	
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 ☞ experiment with carefully selected instruments, resources and techniques to learn about their use for composing and performing music, dance and drama; Assessment: let learners make decisions to create own artworks from imagination	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 explore and experiment with available instruments and resources to compose and perform own music, dance or drama that	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>reflect performing artworks of other communities in Ghana.</p> <p>Assessment: let learners make decisions to create own artworks from imagination</p>	
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Week Ending			
Class		Two	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B2.1.3.1.1	
Performance Indicator		Learners can understand the fraction one-half and one-quarter as the quantity obtained by taking 1 part when a whole is partitioned into two or four equal parts	
Strand		NUMBER	
Sub strand		Fractions	
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.	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 Assessment: have learners to practice with more examples
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	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 Assessment: have learners to practice with more examples
Wednesday	Sing songs like: I'm counting one, what is one	Use pictorial representations to explain the fraction one fourth as the quantity obtained by taking 1 part when a	Review the lesson with Learners

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	<p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	whole object is partitioned into four equal parts.	Assessment: have learners to practice with more examples
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>	<p>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.</p>	<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>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are one-fourths.</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class		Two	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B2.3.2.1.1	
Performance Indicator		Learners can identify the sun as the main source of light and warmth on earth	
Strand		SYSTEMS	
Sub strand		SOLAR SYSTEM	
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	Engage learners with these questions: What does the sun look like? Where is the sun located? Do you feel warmer or colder when the sun is out? Why is the sun important to us here on Earth? • In groups, learners discuss and present to the class what they use the light and the warmth from the sun for Assessment: let learners mention what they use the light and the warmth from the sun for	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 brainstorm on how life without the sun will be.	What have we learnt today?

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		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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Week Ending			
Class		Two	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B2 2.1.1.2:	
Performance Indicator		Learners can sing and recite simple texts from the three main religions in Ghana.	
Strand		Religious Practices and their Moral Implications	
Sub strand		Religious Worship in the Three Major Religions in Ghana	
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	<ul style="list-style-type: none">Let learners sing or recite some simple verses from the Bible or Quran and some sayings from the oral tradition. - The Lord’s Prayer (Christian) - Al-Fātihah (Islam) - Traditional prayer (ATR) Assessment: let learners write simple texts from the religious songs and recitations	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class		Two	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B2.2.4.1.1	
Performance Indicator		Learners can discuss the history of Ghana’s major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace	
Strand		My Country Ghana	
Sub strand		Major Historical Locations	
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	Interact with knowledgeable persons/ opinion leaders/ chiefs/ resource persons to tell the history of any historical location in your community or district Assessment: let learners narrate the history of any historical location in your community or district	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	Interact with knowledgeable persons/ opinion leaders/ chiefs/ resource persons to tell the history of any historical location in your community or district	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners narrate the history of any historical location in your community or district	
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Week Ending			
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B2.1.3.1.2:	
Performance Indicator		Learners can transfer weight from feet to hands and from hands to feet, landing with control	
Strand		MOTOR SKILL AND MOVEMENT PATTERNS	
Sub strand		RHYTHMIC SKILLS	
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	Learners stand shoulder width apart. Let them transfer weight from the feet to the hands sideways by bending the trunk laterally and placing the hand on the ground after warm-ups and demonstration. Transfer weight momentarily from feet to one hand to the other in hand stand position. This process is continuous rotational movement of the body through landing on both feet and back to standing position with control (cartwheel). Learners practice with support and feedback. Allow learners to progress at their own pace. End lesson with cool-down	What have we learnt today? Use answers to summarise the lesson.

Week Ending			
Class		Two	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B2.3.1.1.1	
Performance Indicator		Learners can explain the importance of worship	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Worship	
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 role play demonstrate/talk about the importance of worship at home, school, church/mosque/shrine Assessment: let learners explain the importance of worship	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 write simple texts from the religious songs and recitations. Learner’s role play or talk about the importance of religious tolerance, e.g. peaceful coexistence, love, humility, sharing, caring, respect, unity. Assessment: let learners role play the importance of religious tolerance	What have we learnt today? Ask learners to summarize the main points in the lesson

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Learning Indicator (s) (Ref. No.)		B2.2.4.2.3 Recognise diagraphs from letters of the alphabet B2.2.4.2.4 Read three-syllable words.	
Performance Indicators		<ul style="list-style-type: none">• The learner should recognise diagraphs from letters of the alphabet• The learner should read three-syllable words.	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN 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 explore a poem.• Write some diagraphs and the letters of the alphabet on the board.• Let learners say the letters of the alphabet.• Assist learners to recognise diagraphs from the letters of the alphabet. Assessment: let learners identify diagraphs from letters of the alphabet	What have we learnt today?

		<ul style="list-style-type: none"> • Call learners one by one to read the words. <p>Assessment: let learners read three-syllable words.</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet as a group and individually. • Write some three-syllable words on the board and lead learners to read them. • Call learners one by one to read the words. <p>Assessment: let learners read three-syllable words.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>