

TERM TWO

BASIC TWO

WEEK ONE

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WEEKLY SCHEME OF LEARNING- WEEK ONE

BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.2.6.1.3. B2.4.4.1.1 B2.5.4.1.1 B2.6.1.1.1	
Performance Indicator		Learners can show awareness that homonyms have different meanings in different contexts Learners can draw and label objects found in their environment Learners can use the simple present tense to express habitual actions 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)
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Provide examples in contexts to help learners discover that homonyms have different meanings in different contexts. e.g. right and bat a. You are right. Raise your right hand Assessment: Let learners list five examples of homonyms	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	<p>C. WRITING</p> <p>Take learners round to look at charts showing labelled objects.</p> <ul style="list-style-type: none"> • Put learners into groups and ask them to choose an area in the environment where they will want to make a list of objects found there (e.g. home, market, shops etc.). <p>Assessment: Let learners draw and label objects from the area studied by their group</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</p> <p>CONVENTIONS AND GRAMMAR USAGE</p> <p>Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories every day.</p> <ul style="list-style-type: none"> • Create situations for learners to use the structure. e.g. i. simple truths <ul style="list-style-type: none"> – Lemons are sour. ii. interest <ul style="list-style-type: none"> – I like playing football. iii. feelings – I am happy. iv. opinions – He is a good teacher. • Introduce drills for learners to have practice. • Put learners into small groups to discuss given topics, using the structures <p>Assessment: : Let learners use the simple present tense to express habitual actions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Friday	Engage learners to sing songs and recite familiar rhymes	<p>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: Guide learners to select books for readings</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Week Ending			
Class		Two	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B2 1.1.1.2	
Performance Indicator		Learners can Explore own experiences to talk about visual artworks that are produced or found in other communities in Ghana	
Strand		VISUAL ARTS	
Sub strand		Thinking and Exploring Ideas	
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)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none">• talk about the visual artworks produced or found in other parts of Ghana• discuss the materials and tools that were/are used in making these artworks, the processes and production techniques, and how they are used• discuss the theme of the artworks and its social and cultural importance;• identify those who make artworks;• study the subject matter of the different artworks Learners are to:	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>examine the type of materials used in making the artworks;</p> <p>☐ probe how the artworks are made, how they are made, the safety rules that are observed, taboos (if any) associated with the visual artworks;</p> <p>☐ explore the symbolism, function and uses of these artworks</p> <p>Assessment:</p> <p>Learners describe visual artworks that are found in other communities in Ghana</p>	
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Week Ending						
Class		Two				
Subject		MATHEMATICS				
Reference		Mathematics curriculum Page				
Learning Indicator(s)		B2.1.2.4.1				
Performance Indicator		Learners can Use conventional strategy to add and subtract				
Strand		NUMBER				
Sub strand		Counting, Representation, Cardinality & Ordinality				
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)	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	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 subtraction frame			Review the lesson with Learners Assessment: have learners to practice with more examples	
		Tens	Ones		Tens	Ones
		+			-	
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	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			Review the lesson with Learners	

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	<p>2 - Two pair, two pair come pair let us pair</p>	<p>regrouping) and record the process symbolically, using an addition or subtraction frame</p> <table> <tr> <th><i>Tens</i></th><th><i>Ones</i></th><th><i>Tens</i></th><th><i>Ones</i></th></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td>+</td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>	<i>Tens</i>	<i>Ones</i>	<i>Tens</i>	<i>Ones</i>									+								<p>Assessment: have learners to practice with more examples</p>
<i>Tens</i>	<i>Ones</i>	<i>Tens</i>	<i>Ones</i>																				
+																							
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>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>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 subtraction frame</p> <table> <tr> <th><i>Tens</i></th><th><i>Ones</i></th><th><i>Tens</i></th><th><i>Ones</i></th></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td>+</td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>	<i>Tens</i>	<i>Ones</i>	<i>Tens</i>	<i>Ones</i>									+								<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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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 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 subtraction frame</p> <table> <tr> <th><i>Tens</i></th><th><i>Ones</i></th><th><i>Tens</i></th><th><i>Ones</i></th></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td>+</td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>	<i>Tens</i>	<i>Ones</i>	<i>Tens</i>	<i>Ones</i>									+								<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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Week Ending			
Class		Two	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B2.2.1.4.1	
Performance Indicator		Learners can Find out the qualities of good drinking water	
Strand		CYCLES	
Sub strand		EARTH SCIENCE	
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)
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners mention the sources of water we drink and use in their homes and communities. • Supply learners with samples of water from different sources, i.e. river, pond, well and bottled water. Caution: learners should not taste any of the water samples. • In groups learners examine the water samples for the following: solid particles (using hand lens), colour and odour (smell). Each group presents their findings. Display to learners, samples of good drinking	What have we learnt today? Ask learners to summarize the important points of the lesson

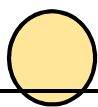
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		<p>water and assist them to infer that good drinking water has no colour, and no odour and is free from solid particles.</p> <ul style="list-style-type: none"> • Learners explain what will happen when they drink water that has particles, odour and colour in it. <p>Assessment: Learners mention the qualities of good drinking water</p>	
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Week Ending			
Class		Two	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B2. 2.1.1.1	
Performance Indicator		Learners can Explain the mode of worship	
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	Engage learners with video clips or pictures of people at worship. • If possible, take learners to the church, mosque or the shrine to observe the mode of worship Assessment: Let learners explain the mode of worship	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)		B2.2.4.1.1	
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 Where are the major historical locations? What do these locations tell us about our history?	Identify the major historical locations in Ghana (starting with the oldest location). Assessment: Let learners Identify the major historical locations in Ghana	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	Identify the major historical locations in Ghana (starting with the oldest location). Assessment: Let learners Identify the major historical locations in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B2.1.2.1.10	
Performance Indicator		Learners can Foot-dribble by controlling a ball on the ground	
Strand		MOTOR SKILL AND MOVEMENT PATTERNS	
Sub strand		LOCOMOTOR, MANIPULATIVE AND 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	Arrange cones in different patterns and learners. Have learners dribble balls through the cones at their own pace. Observe their practice and give them corrective feedback for improvement	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)		B2.2.3.1. 1	
Performance Indicator		Learners can Sketch and locate things in the classroom	
Strand		ALL AROUND US	
Sub strand		Map Making and Land Marks	
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	Observe the shape of the classroom. Sketch and colour the shape of the classroom, e.g. 	What have we learnt today? Ask learners to summarize the main points in the lesson
		Square, Rectangle, Round. (Whole-class discussion) : Learners share their work for appreciation. 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:	What have we learnt today? Ask learners to summarize the main points in the lesson

		Let learners Sketch and colour the houses in the community	
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		<p>friendliness, phatic communion, etc.</p> <p>Assessment: let learners talk about the importance of greetings.</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners mention some occasions they know. • Write the occasions on the board. • Write the various occasional greetings on the board and lead learners to connect the occasions with the greetings. • Allow learners to practice the greetings in pairs. <p>Assessment: let learners mention greetings associated with different occasions.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show a picture of a market to learners. • Discuss the picture with learners. • Discuss what goes on at the market with learners. • Ask learners to tell their experiences at the market. 	What have we learnt today?

		Assessment: let learners narrate an experience at the market	Review the lesson with learners
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