

TERM 2
BASIC TWO

WEEK TWO

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WEEKLY SCHEME OF LEARNING- WEEK TWO

BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		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	
Performance Indicator		Learners can talk about events at home 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)
Monday	Engage learners to sing songs and recite familiar rhymes	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.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<ul style="list-style-type: none"> • Have learners role-play some of the scenes. E.g. People engaged in domestic chores. People at table. <p>Assessment: let learners talk about events at home</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Provide examples in contexts to help learners discover that homonyms have different meanings in different contexts. e.g. bat.</p> <p>I saw a bat fly this morning.</p> <p>My mother bought a tennis bat for me.</p> <p>Assessment: let learners use homonyms to form different sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Let learners draw and label objects from the area studied by their group.</p> <ul style="list-style-type: none"> • 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 <p>Assessment: let learners draw and label objects found in their 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</p> <p>Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories everyday.</p> <ul style="list-style-type: none"> • Create situations for learners to use the structure. e.g. <ul style="list-style-type: none"> i. simple truths – Lemons are sour. ii. interest – 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. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none">• For each reading session, guide learners to select books <p>Assessment: Guide learners to select books for readings</p>	
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Week Ending			
Class	Two		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B2 2.1.1.2		
Performance Indicator	Learners can explore own experiences to talk about performing artworks that reflect people in other communities in Ghana		
Strand	PERFORMING 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)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☐ brainstorm on performing artworks (e.g. music, dance and drama) that are produced or performed by people in other parts of Ghana. ☐ discuss the resources that are used (e.g. instruments, elements, costumes, props) for composing and performing those artworks ☐ study the subject matter of those artworks and explore their importance and the occasions on which they are performed <p>Assessment: let learners use their own experiences</p>	What have we learnt today? Ask learners to summarize the main points in the lesson

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		to talk about performing artworks that reflect people in other communities in Ghana	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: probe how the artworks are made, who makes them, the safety rules that are observed and taboos (if any) associated with these performing artworks; ☐ improvise the skills and techniques observed in the performing artworks.</p> <p>Assessment: let learners use their own experiences to talk about performing artworks that reflect people in other communities in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending			
Class	Two		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B2.1.2.4.2		
Performance Indicator	Learners can use personal strategies to add and subtract within 100		
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)
Monday	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 3 - Turn around 4 - Follow me 5 - Fire	Decompose a number into easier numbers to add and doing partial sums- Decomposing one number into easier numbers to add E.g., when adding $28 + 47$, record think $20 + 40 + 8 + 7$, which is the same as $60 + 15$ which is the same as 75 	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. 2 - Two pair, two pair come pair let us pair	'Friendly jumps' strategy, where one of the numbers is decomposed into a friendlier number and added in "chunks" or by "friendly jumps" e.g. when adding $26 + 32$, start with 26, add 10 three times to	Review the lesson with Learners Assessment: have learners to practice with more examples

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		get 56 (26 + 10 + 10 + 10), then add on 2 to get 58. The answer is 58. (NOTE: This strategy is similar to the first strategy of decomposing)	
Wednesday	<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>. <i>Moving part of one number to the other number to create numbers that are easier to add</i> E.g. when adding 29 + 56, move 1 from 56 to 29 to create the expression 30 + 55 = 85)</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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>. <i>Compensation – Adding more to a number to make it friendlier, then subtracting the amount added from the answer</i> e.g. when adding 26 + 39, add 1 to 39 to create the expression 26 + 40, which gives 76, then subtract from the answer the 1 that was added; 76 - 1 = 75, so the answer is 75.</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>Compensation – Adding more to a number to make it friendlier, then subtracting the amount added from the answer e.g. when adding 26 + 39, add 1 to 39 to create the expression 26 + 40, which gives 76, then subtract from the answer the 1 that was added; 76 - 1 = 75, so the answer is 75.</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)	B2.2.1.4.2		
Performance Indicator	Learners can identify uses of air		
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)
Monday	Engage learners to sing songs and recite familiar rhymes	Ask learners to breathe in and out and find out from them what they are breathing in. <ul style="list-style-type: none"> In groups learners perform the following activities, e.g. filling balloons, pumping tyres, flying kites, cooling the body, supporting burning and if possible show pictures of the activities. Show pictures of people on a boat wearing life jackets, swimmers on inflated balloons on water <p>Assessment: let learners identify uses of air</p>	What have we learnt today? <p>Ask learners to summarize the important points of the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	Create real life problems related to the topic for learners to discuss and come out with possible solutions Assessment: let learners identify uses of a fan and pump.	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. 2.1.1.1		
Performance Indicator	Learners can explain the importance 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	. • Lead learners to talk about the importance of worship at home, church or mosque and in school: - It is a command from God to serve Him. Assessment: let learners explain the importance 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	Show and discuss video/documentary/stories /slides about the history of these major historical locations in Ghana. Assessment: let learners identify Ghana's major historical locations.	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	Show and discuss video/documentary/stories /slides about the history of these major historical locations in Ghana. Assessment: let learners narrate the history of Ghana's major historical locations.	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)	B2.1.2.1.11		
Performance Indicator	Learners can clap and dance to beat (rhythm)		
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	Learners clap a beat and dance to the beat. Emphasis coordination in clapping to the beat and coordination dancing. Give learners corrective feedback to improve their coordination. Allow them to progress at their own pace with fun and enjoyment.	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)	B2.2.4.1. 1.		
Performance Indicator	Learners can explain the need to accept and adapt to a change in the total number of people, as a responsible citizen		
Strand	ALL AROUND US		
Sub strand	Population and Settlement		
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 problems of a large family size. Represent the number of family members in your house with a bar chart. Explain what happens to the class size when a new learner joins or leaves your class. Assessment: let learners explain the need to accept a change in the total number of people	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 talk about skills needed to accept and adjust to a change in the total number of people in a place, e.g. respect the rights of others, tolerance, sharing. Assessment: let learners	What have we learnt today? Ask learners to summarize the main points in the lesson

		explain the need to adapt to a change in the total number of people	
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WEEKLY LESSON PLAN FOR B2 GHANAIAAN LANGUAGE

Learning Indicator (s) (Ref. No.)		B2.1.7.1.2 Narrate an experience at the hospital. B2.1.7.1.3 Narrate experiences at school. B2.1.7.1.4 Narrate experiences at the church/mosque, palace etc.	
Performance Indicators		<ul style="list-style-type: none"> The learner should narrate an experience at the hospital. The learner should narrate experiences at school. The learner should narrate experiences at the church/mosque, palace etc. 	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAAN 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"> Show a picture of a hospital to learners. Discuss the picture with learners. Discuss what goes on at the hospital with learners. Ask learners to tell their experience at the hospital <p>Assessment: let learners narrate an experience at the hospital</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners talk about their homes. Show a picture of a school to learners. Let learners talk about the picture. Discuss what goes on at the school with learners. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<ul style="list-style-type: none"> • Ask learners to tell their experiences at school. <p>Assessment: let learners narrate experiences at school.</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show a picture of a palace to learners/ Visit a palace/church. • Discuss what goes on at the church or palace with learners. • Ask learners to tell their experiences at the church or palace <p>Assessment: let learners narrate experiences at the church/mosque</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>