TERM ONE
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.......................................................................................................................
# YEARLY SCHEME OF LEARNING

## ENGLISH LANGUAGE

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# YEARLY SCHEME OF LEARNING

## MATHS

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**SCIENCE**

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# YEARLY SCHEME OF LEARNING

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# Yearly Scheme of Learning

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Vetted by: ..............................................................
Signature: ............................................
Date: .............................
### YEARLY SCHEME OF LEARNING

#### CREATIVE ARTS

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<td>Read Aloud With Children</td>
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<td>Read short passages of simple sentences of about five to six words</td>
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# Yearly Scheme of Learning

## Physical Education

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## Termly Scheme of Learning (SOL) for B2 Term 1 ENGLISH LANGUAGE

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Word cards, sentence cards, class library

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Word cards, sentence cards, class library

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## TERMLY SCHEME OF LEARNING

(SOL) for B2 Term 1  HISTORY OF GHANA

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<td>The People Of Ghana</td>
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# Termly Scheme of Learning

(SOL) for B2 Term 1 SCIENCE

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# TERMLY SCHEME OF LEARNING (SOL) for B2 Term 1 OUR WORLD AND OUR PEOPLE

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# TERMLY SCHEME OF LEARNING
(SOL) for B2 Term 1  PHYSICAL EDUCATION

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<td>B2.1.1.1.2.</td>
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# TERMLY SCHEME OF LEARNING

(SOL) for B2 Term 1  CREATIVE ARTS

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# Termly Scheme of Learning (SOL) for B2 Term 1
## Religious and Moral Education

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<tr>
<td>4</td>
<td>God, His Creation and Attributes</td>
<td>The Environment</td>
<td>B2.1.2.1.:</td>
<td>B2.1.2.1.1:</td>
<td>wall charts, wall words, posters, video clip, etc</td>
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<td>The Environment</td>
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<td>9</td>
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<td>Purpose of God’s Creation</td>
<td>B2.1.3.1.</td>
<td>B2.1.3.1.1</td>
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<td>Purpose of God’s Creation</td>
<td>B2.1.3.1.</td>
<td>B2.1.3.1.1</td>
<td>wall charts, wall words, posters, video clip, etc</td>
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<td>God, His Creation and Attributes</td>
<td>Purpose of God’s Creation</td>
<td>B2.1.3.1.</td>
<td>B2.1.3.1.1</td>
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<td>Purpose of God’s Creation</td>
<td>B2.1.3.1.</td>
<td>B2.1.3.1.1</td>
<td>wall charts, wall words, posters, video clip, etc</td>
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Vetted by: .............................................................. Signature: ..................................... Date: ..............................
**TERMLY SCHEME OF LEARNING**

Scheme of Learning GHANAIAN LANGUAGE for P2 Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>STRAND</th>
<th>SUB-STRAND</th>
<th>CONTENT STANDARD</th>
<th>INDICATORS</th>
<th>RESOURCES</th>
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<tbody>
<tr>
<td>1</td>
<td>Oral Language</td>
<td>Songs</td>
<td>B2.1.1.1..</td>
<td>B2.1.1.1.1</td>
<td>Drums, drum sticks, recorded audios,</td>
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<tr>
<td></td>
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<td></td>
<td>B2.1.1.1.1</td>
<td>B2.1.1.1.2</td>
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<td>B2.1.1.1.3</td>
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<tr>
<td>2</td>
<td>Oral Language</td>
<td>Rhymes</td>
<td>B2.1.2.1.</td>
<td>B2.1.2.1.1</td>
<td>Manila cards, recorded audio visuals</td>
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<tr>
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<td>B2.1.2.1.1</td>
<td>B2.1.2.1.2</td>
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<td></td>
<td></td>
<td>Listening and Story Telling</td>
<td>B2.1.4.1.</td>
<td>B2.1.4.1.1</td>
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<td>B2.1.4.1.3</td>
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<tr>
<td>3</td>
<td>Oral Language</td>
<td>Listening and Story Telling</td>
<td>B2.1.4.1.</td>
<td>B2.1.4.1.2</td>
<td>Pictures of animals, Manila cards, markers, recorded audiovisual</td>
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<tr>
<td></td>
<td></td>
<td>Dramatisation and Role Play</td>
<td>B2.1.4.1.1</td>
<td>B2.1.4.1.3</td>
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<td>Reading</td>
<td>Phonological and Phonemic Awareness</td>
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<td>Manila cards, markers, recorded audio-visual</td>
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<td>Phonics (Blend and Connect Sounds)</td>
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<td>B2.2.4.1.1</td>
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<td>Phonics (Blend and Connect Sounds)</td>
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<td>B2.2.4.1.2</td>
<td>Manila cards, markers, recorded audio- visual</td>
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<td>Phonics (Blend and Connect Sounds)</td>
<td>B2.2.4.2.</td>
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<td>B2.3.1.1.1</td>
<td>Manila Cards, Markers</td>
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<td>Writing</td>
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<td>B2.3.1.1.</td>
<td>B2.3.1.1.2</td>
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<td>Markers Word cards Manila card</td>
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<td>Penmanship/Handwriting</td>
<td>B2.3.1.1.</td>
<td>B2.3.1.1.3</td>
<td>Word cards, Manila card</td>
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<td></td>
<td></td>
<td>Markers Word Cards, Manila card</td>
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<td></td>
<td>Activity</td>
<td>Description</td>
<td>B2.5.1.1.</td>
<td>B2.5.1.1.</td>
<td>Word cards, Manila card, Markers Word Cards, Manila card,</td>
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<tr>
<td>11</td>
<td>Writing Convention s/ Usage</td>
<td>Integrating Grammar in Written Language (Punctuation)</td>
<td>B2.5.2.1.</td>
<td>B2.5.2.1.</td>
<td>Reading materials</td>
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<td>Integrating Grammar in Written Language (Use of Action Words)</td>
<td>B2.5.3.1.</td>
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<tr>
<td>12</td>
<td>Extensive Reading/ Children Library</td>
<td>Read Aloud With Children</td>
<td>B1.6.1.1.</td>
<td>B1.6.1.1.</td>
<td>Manila Cards, Markers</td>
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Vetted by: ........................................................... Signature: ............................................... Date: .........................
TERM ONE
BASIC TWO
WEEK 1
SUBJECT: ENGLISH LANGUAGE

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<th>Lesson :</th>
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<table>
<thead>
<tr>
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<th>Sub-strand :</th>
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<tr>
<td>A. Reading</td>
<td>A. Phonics</td>
</tr>
<tr>
<td>B. Writing</td>
<td>B. Penmanship/ Handwriting</td>
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<tr>
<td>C. Using Writing Conventions</td>
<td>C. Using Capitalisation</td>
</tr>
<tr>
<td>D. Extensive Reading</td>
<td>D. Building The Love and Culture of Reading</td>
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<table>
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<th>Content standard (code)</th>
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<tr>
<td>B2.5.1.1.1.</td>
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<tr>
<td>B2.6.1.1.1</td>
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</table>

**Performance Indicator**

- A. Learners can blend syllables to produce words
- B. Learners can copy sentences clearly
- C. Learners can use capital letter to write names of particular places and days of the week
- D. Learners can read a variety of age and level-appropriate books and texts from print and non-print

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

<table>
<thead>
<tr>
<th>T. L .R. (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.</td>
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**Ref:** English Language curriculum Page
<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>B.READING</td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Introduce the lesson with a recital that links the letters of the alphabet.</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have learners work in pairs, groups or individually to blend syllables to form meaningful words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use word families as a guide to help build on the words</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment: let learners blend syllables to produce words</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>C.WRITING</td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate copying (sentences) on the board.</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Let learners practise writing legibly and correctly on the board or into their books.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have learners copy sentences from a book into their books.</td>
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<tr>
<td></td>
<td></td>
<td>• Draw attention to inter and intra word spacing and alignment of letters, as well as clarity or writing.</td>
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<tr>
<td></td>
<td></td>
<td>Assessment: let learners copy sentences clearly</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>D.WRITING CONVENTIONS AND GRAMMAR USAGE</td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide a sample text and have learners identify names of particular places and days of the week.</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have them compare the initial letters of these names and other common names and share their observations with the class.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Give learners a text with names of particular places and days of the week, beginning with small letters. Let learners rewrite the text, beginning the names of particular places and days of the week, with capital letters.</td>
<td></td>
</tr>
<tr>
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<td></td>
<td>Assessment: let learners use capital letter to write names of particular places and days of the week</td>
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</tr>
<tr>
<td>Friday</td>
<td>Engage learners to sing songs and recite</td>
<td>E.EXTENSIVE READING</td>
<td>What have we learnt today?</td>
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<tr>
<td></td>
<td></td>
<td>Use the Author’s chair to introduce the reading/library time.</td>
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<tr>
<td></td>
<td></td>
<td>• Have a variety of age and level-appropriate books for learners to make a choice.</td>
<td></td>
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</table>
| 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.  

Assessment: let learners read a variety of age and level-appropriate books and texts from print | Ask learners to summarize the main points in the lesson |

Vetted by: ..........................................................  Signature: ...........................................  Date: ..........................
## LESSON PLAN

### SUBJECT: MATHEMATICS  
### CLASS: TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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<thead>
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<th>Lesson:</th>
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<table>
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<th>Strand: NUMBER</th>
<th>Sub-strand: Counting, Representation, Cardinality &amp; Ordinality</th>
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<thead>
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<th>Indicator (code)</th>
<th>Content standard (code)</th>
<th>Performance Indicator</th>
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<tbody>
<tr>
<td>B2.1.1.1.1</td>
<td>B2.1.1.1.</td>
<td>Learners can use number names, counting sequences and how to count to find out “how many?”</td>
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- **Core Competencies:** Creativity and Innovation  
  Communication and Collaboration  
  Personal Development and Leadership  
  Critical Thinking and Problem Solving.

<table>
<thead>
<tr>
<th>Keywords</th>
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<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>Sing songs like:</td>
<td>Skip count forwards and backwards to and from 1000 respectively by 2s, 5s and 10s, starting at 0 or at multiples of 2, 5, 10, 50 and 100; Identify and correct</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td>Day</td>
<td>Activity</td>
<td>Task</td>
<td>Assessment</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Sing songs like:</td>
<td>Skip count forwards and backwards to and from 1000 respectively by 2s, 5s and 10s, starting at 0 or at multiples of 2, 5, 10, 50 and 100; Identify and correct errors or omissions in counting or skip counting sequences</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td></td>
<td>I’m counting one, what is one</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 - One is one alone, alone it shall be.</td>
<td></td>
<td></td>
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<tr>
<td>Thursday</td>
<td>Sing songs like:</td>
<td>Count by 2s, 5s or 10s, to answer “how many?” questions about as many as 100 or 1000 objects</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td></td>
<td>I’m counting one, what is one</td>
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<td></td>
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<tr>
<td></td>
<td>1 - One is one alone, alone it shall be.</td>
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<td>Friday</td>
<td>Sing songs like:</td>
<td>Count by 2s, 5s or 10s, to answer “how many?” questions about as many as 100 or 1000 objects</td>
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<td>I’m counting one, what is one</td>
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<td></td>
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<tr>
<td></td>
<td>1 - One is one alone, alone it shall be.</td>
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### LESSON PLAN

**SUBJECT:** SCIENCE  
**CLASS:** TWO

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<td>Period :</td>
<td>Lesson :</td>
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**Strand:** DIVERSITY OF MATTER  
**Sub-strand:** LIVING AND NON-LIVING THINGS

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**Performance Indicator:** Learners can know the basic structure of plants (roots, stem, leaves, flowers)

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

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**Ref:** Science curriculum Page

| DAY | Phase 1: Starter  
(preparing the brain for learning) | Phase 2: Main  
(new learning including assessment) | Phase 3:  
Plenary / Reflections |
|-----|-----------------------------------|-----------------------------------|----------------------|
| Thursday | Engage learners to sing songs and recite familiar rhymes | Observe pictures or watch a video on different plants.  
- Working in groups, learners uproot young plants from school surroundings with the assistance of the teacher and bring them to class.  
- Learners examine the plants in groups to identify the basic parts (roots, stem, leaves and flowers).  
- Learners describe the basic physical features of plants (roots, stem and leaves and flowers)  
- Teacher asks learners some questions: | What have we learnt today?  
Ask learners to summarize the important points of the lesson |

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<tr>
<th>NANA FIIFI ACQUAH</th>
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<tbody>
<tr>
<td>1) Which part of the plant is hidden in the soil?</td>
</tr>
<tr>
<td>2) Which part of the plant was seen above the soil?</td>
</tr>
<tr>
<td>Assessment: let learners identify the basic parts of plants</td>
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Vetted by: ..............................................................
Signature: ......................................................
Date: .............................................
**Subject: Our World Our People**

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**Performance Indicator:** Learners can mention the attributes of God that reveal His nature as Sustainer of life.

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

**Keywords:**

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<tr>
<th>T. L. R. (s)</th>
<th>Pictures</th>
</tr>
</thead>
</table>

**Ref:** Our World Our People curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Phase 2: Main (new learning including assessment)</td>
</tr>
<tr>
<td></td>
<td>Phase 3: Plenary / Reflections</td>
</tr>
</tbody>
</table>

**Tuesday**

- Engage learners to sing songs and recite familiar rhymes
- In groups, learners mention the attributes of God as sustainer of life:
  - i. Giver of rain and sunshine
  - ii. The One who makes plants grow
  - iii. The Giver of air
- Learners mention these attributes of God in their local languages

**Assessment:** Let learners mention the attributes of God

**What have we learnt today?**

Ask learners to summarize the main points in the lesson.
<table>
<thead>
<tr>
<th>Thursday</th>
<th>Engage learners to sing songs and recite familiar rhymes</th>
<th>Learners talk about the attributes of God relevant to their daily lives, e.g. God gives life, rain and air.</th>
<th>What have we learnt today?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment: Let learners mention the attributes of God</td>
<td></td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
</tbody>
</table>

What have we learnt today?

Ask learners to summarize the main points in the lesson.
**SUBJECT: PHYSICAL EDUCATION**

<table>
<thead>
<tr>
<th>Week Ending:</th>
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<tbody>
<tr>
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<tr>
<td>Period:</td>
<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand:** MOTOR SKILL AND MOVEMENT PATTERNS  
**Sub-strand:** LOCOMOTOR SKILLS

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.1.1.1.1:</td>
<td>Learners can travel (move) in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, jumping, and skipping.</td>
</tr>
</tbody>
</table>

**Core Competencies:** Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving

**Keywords**  
T. L. R. (s) cones

Ref: PE curriculum Page

**DAY**

<table>
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<tr>
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<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| 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 go through general and specific warm ups. Lead them to identify the pathways such as straight, curved, and zigzag. Mark these pathways and guide them to move through walking, and running, etc. Allow the advance learners to help others as well as progress into the next skill of interest. End the lesson with cool down. | What have we learnt today?  
Use answers to summarise the lesson. |

Vetted by: ..............................................................  
Signature: ....................................................  
Date: .................................
**SUBJECT: RELIGIOUS AND MORAL EDUCATION**

**CLASS: TWO**

<table>
<thead>
<tr>
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<th>Period:</th>
<th>Lesson:</th>
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</table>

**Strand:** God, His Creation and Attributes  
**Sub-strand:** God the Creator

- **Indicator (code):** B2.1.1.1.1
- **Content standard (code):** B2.1.1.1.

**Performance Indicator:** Learners can mention attributes of God that reveal His nature as Sustainer of life.

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

- T. L. R. (s)
- Pictures

**Ref:** RME curriculum Page

<table>
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<tbody>
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</table>

**Friday**

- Engage learners to sing songs and recite familiar rhymes

- In groups, lead learners to discuss the attributes of God as the Sustainer of life: - Giver of rain and sunshine, - the One who makes plants grow, - the Giver of air, etc.

- Let learners mention other attributes of God in their local languages

Assessment: let learners mention attributes of God that reveal His nature as Sustainer of life.

- What have we learnt today?
- Ask learners to summarize the main points in the lesson

**Vetted by:** .................................................................  
**Signature:** ......................................................  
**Date:** ..........................
# LESSON PLAN

**SUBJECT:** HISTORY  
**CLASS:** TWO

<table>
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<tr>
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<tr>
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<td>Period:</td>
<td>Lesson:</td>
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</tbody>
</table>

**Strand:** My Country Ghana  
**Sub-strand:** The People Of Ghana

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.2.1.1.1</td>
<td>B2.2.1.1.1</td>
<td>Learners can identify the ethnic groups in each region in Ghana</td>
</tr>
</tbody>
</table>

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

<table>
<thead>
<tr>
<th>T. L. R. (s)</th>
<th>Pictures</th>
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<tbody>
<tr>
<td>History curriculum</td>
<td>Page</td>
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**Ref:**

<table>
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<th>Phase 3: Plenary / Reflections</th>
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</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Identify the administrative regions of Ghana.</td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td></td>
<td>Assessment: let learners mention the administrative regions of Ghana</td>
<td></td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td>Thursday</td>
<td>Engage learners to sing songs and recite</td>
<td>Identify the administrative regions of Ghana.</td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td>familiar rhymes</td>
<td>Assessment: let learners mention the administrative regions of Ghana</td>
<td>Ask learners to summarize the main points in the lesson</td>
<td></td>
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</tbody>
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Vetted by: ................................................................. Signature: ................................ Date: .......................
## Lesson Plan

**Subject:** Creative Arts  
**Class:** Two

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<th>Period:</th>
<th>Lesson:</th>
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</thead>
</table>

**Strand:** Visual Arts  
**Sub-strand:** Thinking and Exploring Ideas

### Indicator (code)
B2 1.1.1.1

### Content standard (code)
B2 1.1.1.

### Performance Indicator
Learners can explore own experiences to talk about visual artworks that reflect the history and culture of people in other Ghanaian communities.

### Core Competencies:
Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

### Keywords
T. L. R. (s)

**Ref:** Creative Arts curriculum

### Day

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<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>

**Wednesday**

- Engage learners to sing songs and recite familiar rhymes
- Learners are to:
  - watch documentaries on the history and culture of people from other parts of Ghana;
  - identify the history and culture of people from other parts of Ghana to identify their cultural activities such as their food, taboos, religion, festivals, buildings, symbols of authority;
  - interview and interact with leaders of the community such as ethnic groups and associations (e.g. Ga, Ewe,)

**What have we learnt today?**
- Ask learners to summarize the main points in the lesson
Akan, Dagaare), heads of institutions and traditional leaders;
- visit historical sites, museums, galleries, etc;
- document and record the visits by taking photographs, making videos, making line sketches and collecting objects of historical importance to develop a ‘historical learning corner’ in the classroom;
- draw concepts and ideas from the culture of the different groups of people for designing symbolic and functional visual artworks.

Assessment: let learners describe visual artworks that reflect the history and culture of people in other Ghanaian communities

Vetted by: ................................................................. Signature: .................................................. Date: .................................
SUBJECT: GHANAIAN LANGUAGE  
CLASS: TWO

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<td>Period:</td>
<td>Lesson:</td>
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</table>

**Strand:** Oral Language  
**Sub-strand:** Songs

**Indicator (code)**  
B2.1.1.1.1.  
B2.1.1.1.2  
B2.1.1.1.3.

**Content standard (code)**  
B2.1.1.1.  
B2.1.1.1.  
B2.1.1.1.

**Performance Indicator**
- Learners should sing work and play songs and discuss their importance.
- Learners should relate types of play songs to everyday activities in their environment.
- Learners should relate types of work songs to everyday activities in their environment.

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

**Keywords**
Manila cards, markers, recorded audios visual

**Ref:** Ghanaian Language curriculum

<table>
<thead>
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</tr>
</thead>
</table>
|     | Engage learners to sing songs and recite familiar rhymes | • Revise traditional occupations with learners.  
• Lead learners to sing a popular work song.  
• Introduce a new work and its song. Teach learners the song.  
• Let learners sing the song in groups and individually.  
• Introduce a new play and its song. | What have we learnt today? |

---

**DAY**
Phase 1: Starter (preparing the brain for learning)  
Phase 2: Main (new learning including assessment)  
Phase 3: Plenary / Reflections
<table>
<thead>
<tr>
<th>Activity</th>
<th>Explanation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lead learners to discuss how the play is performed and the song associated with the play.</strong> <strong>Let learners sing a popular play song as a group and individually.</strong> <strong>Discuss the importance of work and play songs with learners.</strong> E.g. Work songs: – reduce fatigue, removes boredom, provides enjoyment, allows systematic work, inspires fellow workers to work harder, builds vocabulary etc. Play songs – creates unity, develops one’s creativity, provides enjoyment and inspiration.</td>
<td></td>
<td>Let learners write the importance of work and play songs</td>
</tr>
<tr>
<td><strong>Engage learners to sing songs and recite familiar rhymes</strong></td>
<td><strong>Show a picture of a playground to learners.</strong> <strong>Lead learners to talk about the picture.</strong> <strong>Discuss the various traditional plays in the community with learners.</strong> <strong>Pick one traditional play and teach how it is performed.</strong> <strong>Teach the song that is sung when playing the game.</strong> <strong>Let learners sing song again.</strong> <strong>Put learners into groups to perform the play. E.g. Moonlight play songs etc.</strong></td>
<td>Let learners identify different types of play songs</td>
</tr>
<tr>
<td><strong>Engage learners to sing songs and recite familiar rhymes</strong></td>
<td><strong>Let learners sing a familiar traditional song.</strong> <strong>Show a picture of someone weaving to learners.</strong> <strong>Discuss the picture with learners.</strong> <strong>Discuss the various traditional occupations in the community with learners.</strong> <strong>Pick a particular song of a traditional occupation and teach learners the song that is associated with that occupation.</strong> <strong>Let learners sing the song in groups and then individually.</strong> <strong>Lead learners to recognise various works and their corresponding songs. E.g. Fishing, kente weaving, farming, etc.</strong></td>
<td>Let learners identify different types of play songs</td>
</tr>
</tbody>
</table>
NANA FIIFI ACQUAH

| Assessment: let learners identify different types of work songs |

Vetted by: .................................................................  Signature: ........................................  Date: .................................
## LESSON PLAN

**SUBJECT:** ENGLISH LANGUAGE  
**CLASS:** TWO

<table>
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<th>Lesson:</th>
</tr>
</thead>
</table>

### Strand:
- A. Oral Language
- B. Reading
- C. Writing
- D. Using Writing Conventions
- E. Extensive Reading

### Sub-strand:
- A. Songs
- B. Phonics
- C. Penmanship/Handwriting
- D. Using Capitalisation
- E. Building The Love and Culture of Reading

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.1.1.1.1</td>
<td>B2.2.2.1.1</td>
</tr>
<tr>
<td>B2.4.2.1.1</td>
<td>B2.5.1.1.1.</td>
</tr>
<tr>
<td>B2.6.1.1.1</td>
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</tbody>
</table>

### Performance Indicator
- A. Learners can interpret familiar songs
- B. Learners can blend syllables to produce words
- C. Learners can copy sentences clearly
- D. Learners can use capital letter to write names of particular places and days of the week
- E. Learners can read a variety of age and level-appropriate books and texts from print and non-print

### Core Competencies:
Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving.

### 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
<table>
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</tr>
</thead>
</table>
| Monday  | Engage learners to sing songs and recite familiar rhymes | A. ORAL LANGUAGE  
- Identify some familiar songs from learners’ locality.  
- Teach the songs with themes from their locality.  
- Discuss the moral values of the songs.  
- Let learners sing songs using gestures appropriately.  
- Have learners interpret the songs in their own words.  
Assessment: let learners interpret familiar songs | Monday |
| Tuesday | Engage learners to sing songs and recite familiar rhymes | B. READING  
- Introduce the lesson with a recital that links the letters of the alphabet.  
- Have learners work in pairs, groups or individually to blend syllables to form meaningful words.  
- Use word families as a guide to help build on the words.  
Assessment: let learners blend syllables to produce words | Tuesday |
| Wednesday | Engage learners to sing songs and recite familiar rhymes | C. WRITING  
- Demonstrate copying (sentences) on the board.  
- Let learners practise writing legibly and correctly on the board or into their books.  
- Have learners copy sentences from a book into their books.  
- Draw attention to inter and intra word spacing and alignment of letters, as well as clarity or writing.  
Assessment: let learners copy sentences clearly | Wednesday |
| Thursday | Engage learners to sing songs and recite familiar rhymes | D. WRITING CONVENTIONS AND GRAMMAR USAGE  
- Provide a sample text and have learners identify names of particular places and days of the week.  
- Have them compare the initial letters of these names and other common names and share their observations with the class.  
- Give learners a text with names of particular places and days of the week, beginning with small letters. Let learners rewrite the text, beginning the names of | Thursday |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Activity Details</th>
</tr>
</thead>
</table>
| Friday | Engage learners to sing songs and recite familiar rhymes | 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-appropriate books and texts from print |

Vetted by: .................................................................  Signature: ...........................................  Date: .........................
### Subject: Mathematics  
**Class:** Two

<table>
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<thead>
<tr>
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<th>Lesson:</th>
</tr>
</thead>
</table>

**Strand:** Number  
**Sub-strand:** Counting, Representation, Cardinality & Ordinality

**Indicator (code):** B2.1.1.1

**Content standard (code):** B2.1.1.1.

**Performance Indicator:** Learners can use number names, counting sequences and how to count to find out “how many?”

**Core Competencies:** Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s):** Counters

**Ref:** Mathematics curriculum  
Page

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<td>Monday</td>
<td>Sing songs like:</td>
<td>Represent the number of objects in a group with a written numeral to 1000</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td>Day</td>
<td>Activity</td>
<td>Details</td>
<td>Assessment: have learners to practice with more examples</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Sing songs like: I’m counting one, what is one</td>
<td>Represent the number of objects in a group with a written numeral to 1000</td>
<td>Review the lesson with Learners</td>
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<tr>
<td></td>
<td>I’m counting one, what is one</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 - One is one alone, alone it shall be.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Sing songs like: I’m counting one, what is one</td>
<td>Estimate the number of objects in a group of up to 1000 describe the estimation strategy used; Select an appropriate estimate among all those given and justify the choice</td>
<td>Review the lesson with Learners</td>
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<tr>
<td></td>
<td>I’m counting one, what is one</td>
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<td>Assessment: have learners to practice with more examples</td>
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Vetted by: .............................................................. Signature: ............................................ Date: .................................
## Lesson Plan

**Subject:** Science  
**Class:** Two

<table>
<thead>
<tr>
<th>Week Ending:</th>
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<tbody>
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</tr>
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<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand:** Living and Non-Living Things  
**Sub-strand:** Diversity of Matter

**Indicator (code):** B2.1.1.1.1  
**Content standard (code):** B2.1.1.1.

**Performance Indicator:** Learners can know the basic structure of plants (roots, stem, leaves, flowers)

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

**Keywords:** T. L. R. (s)  
**Pictures:**

**Ref:** Science curriculum Page

### DAY

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<tbody>
<tr>
<td>Monday</td>
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<td>Monday</td>
</tr>
</tbody>
</table>

- **Engage learners to sing songs and recite familiar rhymes**
- **Learners describe the basic physical features of plants (roots, stem and leaves and flowers)**
- **Teacher asks learners some questions:** 1) Which part of the plant is hidden in the soil? 2) Which part of the plant was seen above the soil?

**Assessment:** let learners describe the basic physical features of plants

**What have we learnt today?**

**Ask learners to summarize the important points of the lesson**

- **Day:** Monday  
- **Date:** Monday
| Thursday | Engage learners to sing songs and recite familiar rhymes | • Learners sing songs, rhymes and poems relating to the topic.  
• Teacher asks learners: what will happen if there are no plants in their community.  
• Learners draw and label a plant.  
  
Assessment: let learners draw and label a plant | What have we learnt today?  
Ask learners to summarize the important points of the lesson |

Vetted by: ................................................................. Signature: ........................................ Date: .........................
## LESSON PLAN

**SUBJECT:** OUR WORLD OUR PEOPLE  
**CLASS:** TWO

<table>
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<tr>
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</tr>
<tr>
<td>Period :</td>
<td>Lesson :</td>
</tr>
</tbody>
</table>

**Strand:** ALL ABOUT US  
**Sub-strand:** Myself

**Indicator (code):** B2.1.2.1.1.  
**Content standard (code):** B2.1.2.1.

**Performance Indicator:** Learners can identify things to do to develop a sense of self-identity and self-worth.

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

### Keywords

T. L. R. (s)  
Pictures

### Ref:

Our World Our People curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Tuesday | Engage learners to sing songs and recite familiar rhymes | Learners talk about themselves individually and appreciate the way God created them e.g. “I am black and beautiful, I like the way God created me. I have great qualities”. Assessment: Let learners describe their individual qualities | What have we learnt today?  
Ask learners to summarize the main points in the lesson |
<p>| Thursday | Engage learners to sing songs | Learners role play scenarios and engage in activities that teach them the importance of developing a strong self-identity | What have we learnt today? |</p>
<table>
<thead>
<tr>
<th>and recite familiar rhymes</th>
<th>The need to feel special, more worthy and valued, more confident, more optimistic in order to do well in school and in life in general.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment: Let learners mention the importance of developing a strong self-identity</td>
</tr>
<tr>
<td></td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
</tbody>
</table>
SUBJECT: PHYSICAL EDUCATION  CLASS: TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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</thead>
<tbody>
<tr>
<td>Day:</td>
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<td>Period:</td>
<td>Lesson:</td>
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</table>

Strand: LOCOMOTOR, SKILLS  Sub-strand: MOTOR SKILL AND MOVEMENT PATTERNS

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
</tr>
</thead>
</table>

Performance Indicator: Learners can forward and backward skip without a rope.


Keywords

T. L. R. (s): cones

Ref: PE curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
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<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance</td>
<td>Organise the warm up activities using rats and rabbits. From a standing position with feet together, jump at spot with double take off and double landing flexed arms rotating at the shoulders clockwise for learners to observe. Guide them to skip on the spot using personal space. Observe learners as they practice and give corrective feedback. Let learners progress at their own pace. Guide learners to cool down by jogging slowly to end the lesson</td>
<td>What have we learnt today? Use answers to summarise the lesson.</td>
</tr>
</tbody>
</table>
NANA FIIFI ACQUAH

| ce and to prevent injuries |

Vetted by: .................................................. Signature: .................................. Date: .........................
## SUBJECT: RELIGIOUS AND MORAL EDUCATION  
### CLASS: TWO

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<th>Week Ending:</th>
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<td>Period:</td>
<td>Lesson:</td>
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</tbody>
</table>

**Strand**: God, His Creation and Attributes  
**Sub-strand**: God the Creator

**Indicator (code)**: B2.1.1.1.1  
**Content standard (code)**: B2.1.1.1.

**Performance Indicator**: Learners can mention attributes of God that reveal His nature as Sustainer of life.

**Core Competencies**: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s)**: Pictures

**Ref**: RME curriculum Page

<table>
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<th>DAY</th>
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<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Let learners explain the attributes of God relevant to their daily life, e.g. God gives life, rain and air.</td>
<td>What have we learnt today? Ask learners to summarize the main points in the lesson</td>
</tr>
</tbody>
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Vetted by: ................................................................. Signature: ............................... Date: .........................
## LESSON PLAN

**SUBJECT:** HISTORY  
**CLASS:** TWO

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<td>Period:</td>
<td>Lesson:</td>
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</tbody>
</table>

**Strand:** My Country Ghana  
**Sub-strand:** The People Of Ghana

**Indicator (code):** B2.2.1.1.1  
**Content standard (code):** B2.2.1.1.

**Performance Indicator:** Learners can Identify the ethnic groups in each region in Ghana

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

<table>
<thead>
<tr>
<th>T. L. R. (s)</th>
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<tr>
<td>History curriculum</td>
<td>Page</td>
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**Ref:**

### DAY

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<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Monday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Locate the ethnic groups in each region on a map of Ghana.</td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td>Which ethnic groups are there in your region?</td>
<td>Assessment: let learners locate the ethnic groups in each region on a map of Ghana</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td>Thursday</td>
<td>Monday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Engage learners to sing songs and</td>
<td>Locate the ethnic groups in each region on a map of Ghana.</td>
<td>What have we learnt today?</td>
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<tr>
<td>NANA FIIFI ACQUAH</td>
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<td>-------------------</td>
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<td>----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>recite familiar rhymes</td>
<td>Assessment: let learners locate the ethnic groups in each region on a map of Ghana</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
</tbody>
</table>

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**SUBJECT:** CREATIVE ARTS  
**CLASS:** TWO

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<th>Week Ending:</th>
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<td>Day:</td>
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<td>Period:</td>
<td>Lesson:</td>
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</table>

**Strand:** PERFORMING ARTS  
**Sub-strand:** Thinking and Exploring Ideas

**Indicator (code):** B2 2.1.1.1  
**Content standard (code):** B2 2.1.1.

**Performance Indicator:** Learners can explore own experiences to talk about performing artworks that reflect the history and culture of people in other communities in Ghana

**Core Competencies:** Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving

**Keywords**  
T. L. R. (s)  
Pictures

**Ref:** Creative Arts 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:**  
- watch documentaries on the history and culture of people from other parts of Ghana;  
- identify the history and culture of people from other parts of Ghana by studying their cultural activities such as staple foods, dressing, festivals, buildings, chiefs;  
- listen to stories told by resource persons or interview leaders of different ethnic groups and associations (e.g. Ga, Ewe, Akan, Dagaare), opinion leaders, traditional rulers;

**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:  
- visit historical sites such as centres for national culture, theatres, museums, galleries, festival grounds, studios of performing artists, and performing arts departments of educational institutions. Where possible, record the visits by taking photographs, making videos, making line sketches and collecting samples of objects that show the history and culture of people from other parts of Ghana;  
- organise collection of samples to create a ‘history learning corner’ in the classroom;  
- draw concepts and ideas from the activities to plan own performing artworks that express the history and culture of the people studied. | What have we learnt today?  
Ask learners to summarize the main points in the lesson. |

Assessment: let learners describe performing artworks that reflect the history and culture of people in other communities in Ghana |
## LESSON PLAN

**SUBJECT:** GHANAIAN LANGUAGE  
**CLASS:** TWO

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<thead>
<tr>
<th>Week Ending:</th>
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<th>Period :</th>
<th>Lesson :</th>
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**Strand :** Oral Language  
**Sub-strand :** Rhymes  
Listening and Story Telling

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.1.2.1.1.</td>
<td>B2.1.2.1.</td>
<td>• Learners should explore rhymes with correct rhythm.</td>
</tr>
<tr>
<td></td>
<td>B2.1.2.1.2.</td>
<td>• Learners should explore rhymes with problematic sounds.</td>
</tr>
<tr>
<td></td>
<td>B2.1.4.1.</td>
<td>• Learners should retell part of a story.</td>
</tr>
</tbody>
</table>

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

- T. L .R. (s): Manila cards, markers, recorded audios visual

**Ref:** Ghanaian Language curriculum

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
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<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>? Ask learners to sing a popular traditional occupational song.</td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Explore a rhyme.</td>
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<tr>
<td></td>
<td></td>
<td>• Lead learners to learn how to explore the rhyme with correct rhythm.</td>
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<td></td>
<td></td>
<td>• Lead learners to explore the rhyme with gestures.</td>
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</tr>
<tr>
<td>Activity</td>
<td>Action</td>
<td>Review the lesson with learners</td>
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<td>--------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>• Let learners explore a popular rhyme they know.</td>
<td>What have we learnt today?</td>
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<tr>
<td></td>
<td>• Explore a rhyme made up of sounds that pose problems to learners.</td>
<td>Review the lesson with learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teach learners how the rhyme is explored.</td>
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<tr>
<td></td>
<td>• Let learners explore rhymes with problematic sounds in groups and in pairs.</td>
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<td></td>
<td>• Lead learners to explore the rhyme with gestures.</td>
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</tr>
<tr>
<td></td>
<td>• Let learners explore the rhyme individually with gestures.</td>
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</tr>
<tr>
<td></td>
<td>• NB: Please take note of the sounds and correct learners where necessary.</td>
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</tr>
<tr>
<td></td>
<td>Assessment: let learners describe rhymes with correct rhythm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>• Tell or show a clip of an interesting story of not more than ten minutes long to learners.</td>
<td>What have we learnt today?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discuss the clip with learners.</td>
<td>Review the lesson with learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ask learners to retell it.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Assessment: let learners retell part of a story</td>
<td></td>
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# LESSON PLAN

**SUBJECT:** ENGLISH LANGUAGE  
**CLASS:** TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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<td>Day :</td>
<td>Date :</td>
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<td>Period :</td>
<td>Lesson :</td>
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</table>

<table>
<thead>
<tr>
<th>Strand :</th>
<th>Sub-strand :</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Oral Language</td>
<td>A. Rhymes</td>
</tr>
<tr>
<td>B. Reading</td>
<td>B. Word Families-Rhyming Endings and Common Digraph</td>
</tr>
<tr>
<td>C. Writing</td>
<td>C. Writing Letters – Small and Capital</td>
</tr>
<tr>
<td>D. Using Writing Conventions</td>
<td>D. Using Capitalisation</td>
</tr>
<tr>
<td>E. Extensive Reading</td>
<td>E. Building The Love and Culture of Reading</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>B2.1.2.1.</th>
<th>B2.2.3.1.1.</th>
<th>B2.4.3.1.1</th>
<th>B2.5.1.1.1.</th>
<th>B2.6.1.1.1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>A. Learners can interpret rhymes and tongue-twisters in their own words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Learners can use common rhyming/endings to decode simple words</td>
</tr>
<tr>
<td></td>
<td>C. Learners can copy words in lower and upper case using correct spacing</td>
</tr>
<tr>
<td></td>
<td>D. Learners can use capital letter to write names of particular places and days of the week</td>
</tr>
<tr>
<td></td>
<td>E. Learners can read a variety of age and level-appropriate books and texts from print and non-print</td>
</tr>
</tbody>
</table>

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

<p>| T. L. R. (s) | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library. |</p>
<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
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</tr>
</thead>
</table>
| Monday  | Engage learners to sing songs and recite familiar rhymes | A. ORAL LANGUAGE  
• Select a rhyme from learners.  
• As learners listen and observe, perform the rhyme (Recite it, accompanied with actions and gestures, two or three times).  
• Recite lines of the rhyme as learners join in and repeat lines after you.  
• Teach the accompanying actions through demonstration.  
• Let learners repeat lines of the rhyme on their own accompanied with appropriate actions.  
• Through questions, have learners interpret the rhymes in their own words.  
Assessment: let learners interpret the rhymes in their own words | 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 simple word formation by changing the beginning letter of words.  
  e.g. pan, man, fan (You may use a phonic slide to give practice).  
• Have learners build on these rhyming endings.  
• In groups, let learners read out their words.  
• Have learners form sentences with these rhyming words.  
Assessment: let learners use common rhyming/endings to decode simple words | 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 | C. WRITING  
• Let learners write letters, both in upper and lower cases.  
• Copy words from learners’ reading book on the board as learners observe.  
• Let learners take turns to read out words from the list. | What have we learnt today?  
Ask learners to summarize the main points in the lesson |
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>D. WRITING CONVENTIONS AND GRAMMAR USAGE</th>
<th>Assessment</th>
<th>What have we learnt today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>• Provide a sample text and have learners identify names of particular places and days of the week.</td>
<td>Assessment: let learners use capital letter to write names of particular places and days of the week</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have them compare the initial letters of these names and other common names and share their observations with the class.</td>
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<tr>
<td></td>
<td></td>
<td>• Give learners a text with names of particular places and days of the week, beginning with small letters. Let learners rewrite the text, beginning the names of particular places and days of the week, with capital letters.</td>
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<tr>
<td></td>
<td></td>
<td>Assessment: let learners use capital letter to write names of particular places and days of the week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>E. EXTENSIVE READING</td>
<td>Assessment: let learners read a variety of age and level-appropriate books and texts from print</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use the Author’s chair to introduce the reading/library time.</td>
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<tr>
<td></td>
<td></td>
<td>• Have a variety of age and level-appropriate books for learners to make a choice.</td>
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<tr>
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<td></td>
<td>• Introduce narratives, pop-up and flip-the-page texts to learners.</td>
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<td>• Introduce e-books to learners, if available.</td>
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<td></td>
<td>• For each reading session, guide learners to select books.</td>
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<td></td>
<td>Assessment: let learners read a variety of age and level-appropriate books and texts from print</td>
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</table>
## LESSON PLAN

### Subject: Mathematics

### Class: Two

<table>
<thead>
<tr>
<th>Day :</th>
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### Strand : NUMBER

### Sub-strand : Counting, Representation, Cardinality & Ordinality

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.1.1.2</td>
<td>B2.1.1.1.1</td>
<td>Learners can identify numbers in different positions around a given number in a number chart (1-1000)</td>
</tr>
</tbody>
</table>

### Core Competencies:
- Creativity and Innovation
- Communication and Collaboration
- Personal Development and Leadership
- Critical Thinking and Problem Solving

### Keywords
- T. L. R. (s): Counters

### Ref:
- Mathematics curriculum Page

### DAY

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<th>Phase 1: Starter (preparing the brain for learning)</th>
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<th>Phase 3: Plenary / Reflections</th>
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</thead>
<tbody>
<tr>
<td>Monday Sing songs like:</td>
<td>Display a number chart with numbers between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in</td>
<td>Review the lesson with Learners</td>
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### Tuesday

**Sing songs like:**

I’m counting one, what is one

1 - One is one alone, alone it shall be.

**Display a number chart with numbers between 0 and 100 and have learners identify numbers in different positions around a given number.**

Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 18 and identify numbers above, below, to the right or to the left etc.

<p>| | | | |</p>
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<thead>
<tr>
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<tbody>
<tr>
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<td>686</td>
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<td>827</td>
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</tbody>
</table>

**Assessment:** have learners to practice with more examples

**Review the lesson with Learners**

### Wednesday

**Sing songs like:**

I’m counting one, what is one

1 - One is one alone,

**Display a number chart with numbers between 0 and 100 and have learners identify numbers in different positions around a given number.**

Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 18 and identify numbers above, below, to the right or to the left etc.

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</table>

**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, alone it shall be.

Display a number chart with numbers between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 18 and identify numbers above, below, to the right or to the left etc.

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</table>

Assessment: have learners to practice with more examples

**Friday**

Sing songs like:

I’m counting one, what is one

1 - One is one alone, alone it shall be.

Display a number chart with numbers between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 18 and identify numbers above, below, to the right or to the left etc.

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Review the lesson with Learners
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Assessment: have learners to practice with more examples

Vetted by: .................................................................  Signature: ...........................................  Date: ..........................
## LESSON PLAN

**SUBJECT:** SCIENCE  
**CLASS:** TWO  

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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<td>Day:</td>
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<td>Period:</td>
<td>Lesson:</td>
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</table>

**Strand:** DIVERSITY OF MATTER  
**Sub-strand:** MATERIALS

**Indicator (code)**: B2.1.2.1.1  
**Content standard (code)**: B2.1.2.1.

**Performance Indicator**: Learners can know the common properties of materials such as soft, hard, rough

**Core Competencies**: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**: T. L. R. (s) Pictures

**Ref**: Science curriculum Page

### DAY

<table>
<thead>
<tr>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Monday    | Engage learners to sing songs and recite familiar rhymes | Learners collect and bring a variety of everyday materials from the home, school and community. Materials should include items such as cotton wool, pieces of cloths, pieces of paper, cardboard, wood, plastics, polythene bags (coloured and transparent), soil samples, marbles (rough and smooth) chalk, crayon, pen, straws. Learners sort and group the materials based on texture (hard or soft), and size (big or small). | What have we learnt today?  
Ask learners to summarize the important points of the lesson |

| Monday    | | |
|----------| | |
| What have we learnt today?  
Ask learners to summarize the important points of the lesson | |

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Activity Details</th>
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| Thursday  | Engage learners to sing songs and recite familiar rhymes                                    | • Learners display their drawings in class for discussion.  
• Know that the properties of a given material enable it to be used for making certain products, e.g. clay is used for making pots because it can be moulded without breaking.  
Raffia palm is used for making basketry because it can bend easily.  
Assessment: let learners identify the common properties of materials |
|           | What have we learnt today?                                                                   | Project: Learners use different materials to create new items such as paper fans, toy cars, toy planes, cooking pans, hats and earthen ware.                                                                                                               |
**SUBJECT: OUR WORLD OUR PEOPLE**

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<thead>
<tr>
<th>Week Ending:</th>
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<td>Period:</td>
<td>Lesson:</td>
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**Strand:** ALL ABOUT US  
**Sub-strand:** Myself

**Indicator (code):** B2.1.2.1.1.  
**Content standard (code):** B2.1.2.1.

**Performance Indicator:** Learners can identify things to do to develop a sense of self identity and self-worth.

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s):** Pictures

**Ref:**  
Our World Our People curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Tuesday | Engage learners to sing songs and recite familiar rhymes | Learners compose poems/write essays about themselves and what they can do to feel more valued at home, school and the community | What have we learnt today?  
Ask learners to summarize the main points in the lesson |
| Thursday | Engage learners to sing songs and recite | Learners are assigned projects to dialogue with parents on how they can be supported and encouraged to build strong sense of identity e.g. encourage good behaviour and performance at home. | What have we learnt today? |
| familiar rhymes | Assessment: Let learners identify things to do to develop a sense of self identity and self-worth | Ask learners to summarize the main points in the lesson |

Vetted by: .............................................................. Signature: ............................................ Date: ..........................
### Subject: Physical Education  
#### Class: Two

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#### Strand: Motor Skill And Movement Patterns  
**Sub-strand**: Locomotor, Skills

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.1.1.3</td>
<td>B2.1.1.1.1</td>
<td>Learners can identify the right and left sides of the body and movement from right to left.</td>
</tr>
</tbody>
</table>

**Core Competencies**: Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

**Keywords**: T. L. R. (s)

- cones

**Ref**: PE curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries</td>
<td>Learners identify their left side and the right side. Play music and as they dance signal them by mentioning either left side or right side for them to move toward that direction. Let learners react to the signal with fun and enjoyment</td>
<td>What have we learnt today? Use answers to summarise the lesson.</td>
</tr>
</tbody>
</table>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

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<th>Week Ending:</th>
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**Strand:** God, His Creation and Attributes  
**Sub-strand:** The Environment

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<thead>
<tr>
<th>Indicator (code)</th>
<th>B2.1.2.1.1:</th>
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<tbody>
<tr>
<td>Content standard (code)</td>
<td>B2.1.2.1.</td>
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**Performance Indicator:** Learners can explain the importance of the environment.

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

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<th>Pictures</th>
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<th>RME curriculum Page</th>
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**DAY**

**Phase 1:** Starter (preparing the brain for learning)

**Phase 2:** Main (new learning including assessment)

**Phase 3:** Plenary / Reflections

<table>
<thead>
<tr>
<th>Friday</th>
<th>Engage learners to sing songs and recite familiar rhymes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Take a nature walk of the school environment with learners to observe: - things of natural existence (objects God created): trees, stones, animals, etc., - things created by human beings: buildings, cars, tables, chairs, etc</td>
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<tr>
<td></td>
<td>Assessment: let learners mention things of natural existence and things created by human beings</td>
</tr>
<tr>
<td></td>
<td>What have we learnt today?</td>
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<td></td>
<td>Ask learners to summarize the main points in the lesson</td>
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### LESSON PLAN

**SUBJECT:** HISTORY  
**CLASS:** TWO

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**Strand:** My Country Ghana  
**Sub-strand:** The People Of Ghana

**Indicator (code):** B2.2.1.1.1

**Content standard (code):** B2.2.1.1.

**Performance Indicator:** Learners can identify the ethnic groups in each region in Ghana

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

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<th>T. L . R. (s)</th>
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**Ref:** History curriculum Page

**DAY**  

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
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</table>
| Phase 1: Starter  
(preparing the brain for learning) | Phase 2: Main  
(new learning including assessment) |
| Engage learners to sing songs and recite familiar rhymes  
Which ethnic groups are there in your region? | With the aid of a slide/video/TV/internet, identify the regions and ethnic groups in Ghana  
Assessment: let learners mention the ethnic groups in each region in Ghana |

What have we learnt today?  
Ask learners to summarize the main points in the lesson

<table>
<thead>
<tr>
<th>Phase 3: Plenary / Reflections</th>
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</thead>
<tbody>
<tr>
<td>What have we learnt today?</td>
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<tbody>
<tr>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>With the aid of a slide/video/TV/internet, identify the regions and ethnic groups in Ghana</td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td>Assessment: let learners mention the ethnic groups in each region in Ghana</td>
<td>Ask learners to summarize the main points in the lesson</td>
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## LESSON PLAN

### SUBJECT: CREATIVE ARTS  
### CLASS: TWO

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### Strand: VISUAL ARTS  
### Sub-strand: Planning, Making and Composing

#### Indicator (code)
B2 1.2.2.1

#### Content standard (code)
B2 1.2.2.

#### Performance Indicator
Learners can generate ideas to make own artworks based on visual artworks that reflect the history and culture of people in other communities in Ghana

### Core Competencies:
Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving

### Keywords
T. L. R. (s)
Pictures

### Ref:
Creative Arts 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
1. brainstorm on visual artworks that are produced or found in other parts of Ghana;
2. share ideas about the features of the visual artworks produced or found in those communities in Ghana (e.g. clay pots, straw and cane baskets, woven and printed fabrics, leather products, wood carvings, glass and stone beads, jewellery);
3. make outline drawings to define those visual artworks

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 use ideas they have gathered about visual artworks made or found in other communities to plan own artworks that reflect the history and culture of people in the identified Ghanaian communities.  
Assessment: let learners write ideas to make their own artworks based on visual artworks that reflect the history and culture of people in other communities in Ghana | What have we learnt today?  
Ask learners to summarize the main points in the lesson

Vetted by: ..........................................................  
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**SUBJECT: GHANAIAN LANGUAGE**

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<td>Lesson :</td>
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**Strand:** Oral Language  
**Sub-strand:** Listening and Story Telling  
Dramatisation and Role Play

**Indicator (code):** B2.1.4.1.2  
**Content standard (code):** B2.1.4.1.  
B2.1.5.1.1

**Performance Indicator:**  
- Learners should recognise the morals/values in a story.  
- Learners should dramatise part of the story  
- Learners should dramatise a story and discuss key issues and lessons in the sketch

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

**Keywords:** T. L. R. (s)  
Manila cards, markers, recorded audios visual

**Ref:** Ghanaian Language curriculum

**DAY**

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</thead>
</table>
| Engage learners to sing songs and recite familiar rhymes | • Tell an interesting story.  
• Show video of an interesting story.  
• Discuss with learners the morals/values in the story they have heard or watched | What have we learnt today? |

Ref: Ghanaian Language Curriculum
<table>
<thead>
<tr>
<th>Engagement</th>
<th>Activity</th>
<th>Assessment</th>
<th>Action</th>
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</thead>
</table>
| Engage learners to sing songs and recite familiar rhymes | • Let learners watch the video again.  
• Assign roles to them and let them dramatise the first three scenes.  
• Direct learners to dramatise the story | Assessment: let learners identify the morals/values in a story | Review the lesson with learners |
| Engage learners to sing songs and recite familiar rhymes | • Tell or read an interesting story to learners.  
• Lead learners to discuss the story in groups.  
• Call the groups to tell the class their thoughts on the story.  
• Assign roles to learners.  
• Direct learners to dramatise the story.  
• Lead learners through discussions to recognise key issues and lessons in the story. | Assessment: let learners dramatise part of the story | Review the lesson with learners |

Vetted by: …………………………………………………… Signature: …………………………………… Date: ……………………
## Lesson Plan

### Subject: English Language  
### Class: Two

<table>
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### Strand:
- A. Oral Language
- B. Reading
- C. Writing
- D. Using Writing Conventions
- E. Extensive Reading

### Sub-strand:
- A. Story Telling
- B. Word Families-Rhyming Endings and Common Digraph
- C. Writing Letters – Small and Capital
- D. Using Punctuation
- E. Building The Love and Culture of Reading

### Indicator (code)
- B2.1.4.1.1
- B2.2.3.1.1
- B2.4.3.1.1
- B2.5.2.1.1
- B2.6.1.1.1

### Content standard (code)
- B2.1.4.1.
- B2.2.3.1.
- B2.4.3.1.
- B2.5.2.1.
- B2.6.1.1.

### Performance Indicator
- A. Learners can identify characters in a story and relate them to real life situations
- B. Learners can use common rhyming/endings to decode simple words
- C. Learners can copy words in lower and upper case using correct spacing
- D. Learners can use full stops at the end of sentences and question marks at the end of questions
- E. Learners can read a variety of age and level-appropriate books and texts from print and non-print

### Core Competencies: Creativity and Innovation  Communication and Collaboration  Personal Development and Leadership  Critical Thinking and Problem Solving.

### Keywords
- Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.
<table>
<thead>
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<th>DAY</th>
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<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Monday| Engage learners to sing songs and recite familiar rhymes | A. ORAL LANGUAGE  
• Choose a story from learners’ background.  
• Tell the story with appropriate actions, gestures, facial expressions, etc.  
• Have learners retell the story and answer questions on it.  
• Let learners say whether or not they have enjoyed the story and why.  
• Put learners into groups to identify the characters and their actions and relate them to real life situations.  
Assessment: let learners identify characters in a story and relate them to real life situations | 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 simple word formation by changing the beginning letter of words. e.g. pan, man, fan (You may use a phonic slide to give practice).  
• Have learners build on these rhyming endings.  
• In groups, let learners read out their words.  
• Have learners form sentences with these rhyming words.  
Assessment: let learners use common rhyming/endings to decode simple words | 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 | C. WRITING  
• Let learners write letters, both in upper and lower cases.  
• Copy words from learners’ reading book on the board as learners observe.  
• Let learners take turns to read out words from the list.  
• Draw attention to appropriate spelling and alignment of letters.  
• Let learners copy the words. Let them check correct spelling, formation of letters and spacing. | What have we learnt today?  
Ask learners to summarize the main points in the lesson |
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>D.WRITING CONVENTIONS AND GRAMMAR USAGE</th>
<th>What have we learnt today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>• Have learners look at sentences in their class readers to observe how they begin and end.</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate placing a full stop (.) at the end of a sentence.</td>
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<td></td>
<td>• Let learners copy and punctuate sentences with full stop.</td>
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<td>• Present the question mark similarly.</td>
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<td>Assessment: let learners use full stops at the end of sentences and question marks at the end of questions</td>
<td></td>
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<tr>
<td>Friday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>E.EXTENSIVE READING</td>
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<td>Use the Author’s chair to introduce the reading/library time.</td>
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<td></td>
<td></td>
<td>• Have a variety of age and level-appropriate books for learners to make a choice.</td>
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<td>• Introduce narratives, pop-up and flip-the-page texts to learners.</td>
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<td>• Introduce e-books to learners, if available.</td>
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<td>• For each reading session, guide learners to select books.</td>
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<td>Assessment: let learners read a variety of age and level-appropriate books and texts from print</td>
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Vetted by: .................................................................   Signature: ............................................. Date: .........................
# LESSON PLAN

**SUBJECT:** MATHEMATICS  
**CLASS:** TWO

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<th>Period:</th>
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**Strand:** NUMBER  
**Sub-strand:** Counting, Representation, Cardinality & Ordinality

- **Indicator (code):** B2.1.1.3
- **Content standard (code):** B2.1.1.1
- **Performance Indicator:** Learners can use number names and non-standard units (marked 10s and 1s) for measuring (lengths and volumes) to count to find out “how long or how much?” up to 999

**Core Competencies:** Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving.

**Keywords**  
T. L. R. (s): Counters

**Ref:** Mathematics curriculum  
Page

## DAY

| Monday | Phase 1: Starter  
(preparing the brain for learning) | Phase 2: Main  
(new learning including assessment) | Phase 3:  
Plenary / Reflections |
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<tbody>
<tr>
<td>Sing songs like:</td>
<td>Have learners use their feet, strides, arms, hand-span and referent materials such as sticks or threads to find how long a table, window and door frames etc., by</td>
<td>Review the lesson with Learners</td>
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<tr>
<td>Day</td>
<td>Activity</td>
<td>Description</td>
<td>Review Activity</td>
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<tr>
<td>Tuesday</td>
<td>Sing songs like: I’m counting one, what is one.</td>
<td>Have learners use their feet, strides, arms, hand-span and referent materials such as sticks or threads to find how long a table, window and door frames etc., by counting the number of times their feet, hand-span and referent materials is able to do this. Assessment: have learners to practice with more examples.</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Sing songs like: I’m counting one, what is one.</td>
<td>Have learners use their feet, strides, arms, hand-span and referent materials such as sticks or threads to find how long a table, window and door frames etc., by counting the number of times their feet, hand-span and referent materials is able to do this. Assessment: have learners to practice with more examples.</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td>Thursday</td>
<td>Sing songs like: I’m counting one, what is one.</td>
<td>Have learners use empty container such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much (the number of times) the bottles, cups etc. is able to do this. Assessment: have learners to practice with more examples.</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td>Friday</td>
<td>Sing songs like: I’m counting one, what is one.</td>
<td>Have learners use empty container such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much (the number of times) the bottles, cups etc. is able to do this. Assessment: have learners to practice with more examples.</td>
<td>Review the lesson with Learners</td>
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SUBJECT: SCIENCE  
CLASS: TWO

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**Strand :** EARTH SCIENCE  
**Sub-strand :** CYCLES

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<th>B2. 2.1.1.1</th>
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<tr>
<td>Content standard (code)</td>
<td>B2. 2.1.1.</td>
</tr>
<tr>
<td>Performance Indicator</td>
<td>Learners can recognise the importance of some cyclic natural phenomena such as dry and wet seasons</td>
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</table>

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

**T. L .R. (s)**  
Pictures

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<th>Ref:</th>
<th>Science curriculum Page</th>
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**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 recall events that occur and reoccur in a cyclic manner (day and night, merry-go-round). (Refer to Basic 1).
- Lead learners through poems, rhymes, games and discussions to introduce another cyclic event – wet and dry seasons.
- Learners discuss what they like and do not like about the dry season.
- Talk about what they like and dislike about the wet season.

**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 | • Assess learners by asking them to draw and make posters on the dry and wet seasons and colour some human activities that take place during these times.  
Assessment: let learners mention the importance of some cyclic natural phenomena such as dry and wet seasons  
• Lead learners to think critically to identify problems related to wet or dry seasons and how such problems can be solved, e.g.  
How do people get water during dry season?  
How do people dry their clothes during wet season?  
What can be done to solve the problem of school compounds getting muddy during the wet season?  
Assist learners to understand the concept of seasons.  
Assessment: let learners identify problems related to wet or dry seasons and how such problems can be solved | What have we learnt today?  
Ask learners to summarize the important points of the lesson |
### Subject: Our World Our People  
### Class: Two

<table>
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<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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**Strand:** ALL ABOUT US  
**Sub-strand:** My Family and the Community

**Indicator (code):** B2.1.3.1.1  
**Content standard (code):** B2.1.3.1.

**Performance Indicator:**  
Learners can identify the role and responsibilities of the individual members of the family.

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s):** Pictures

**Ref:** Our World Our People curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Tuesday | Engage learners to sing songs and recite familiar rhymes | Learners, in groups, talk about their roles and roles of their parents in the family:  
– Parents: Provision of shelter, food, security and education.  
– Children: running errands, performing house chores, etc.  
Assessment: Let learners their roles and roles of their parents in the family: | 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 functions of the various members in the family, e.g. learners play the role of a father, mother, etc. Teacher encourages learners to undertake their routine responsibilities without being commanded or prompted. Assessment: Let learners mention the role and responsibilities of the individual members of the family | What have we learnt today? Ask learners to summarize the main points in the lesson |

| Vetted by: …………………………………………………………………… Signature: …………………………………… Date: …………………… |
### LESSON PLAN

**Subject:** Physical Education  
**Class:** Two

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<th>Week Ending:</th>
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<td>Period:</td>
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**Strand:** Motor Skill and Movement Patterns  
**Sub-strand:** Manipulative Skills

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<tr>
<th>Indicator (code)</th>
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<tr>
<td>Content standard (code)</td>
<td>B2.1.2.1.</td>
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**Performance Indicator:** Learners can roll a ball from stationary to a given point and back, using hands

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

**Keywords:**

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<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
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<tbody>
<tr>
<td>Friday</td>
<td>Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal</td>
<td>After learners go through the general and specific warm ups, learners demonstrate how to roll a ball from stationary using hands by placing a ball in front, bending the trunk forward and placing the palm behind the ball. Roll the ball forward whiles moving from one point to another (from walking to jogging and to running.) Guide learners to practice individually and in groups.</td>
<td>What have we learnt today? Use answers to summarise the lesson.</td>
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<td></td>
<td>Observe them practice at their own pace and give corrective feedback for correct skill mastery. Learners</td>
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| performance and to prevent injuries | can further use bats or sticks to roll the ball to challenge the fast learners. Organise a mini game for learners for fun and enjoyment to prevent boredom. Take learners through cool down activities to end the lesson. |

Vetted by: ...............................................................  Signature: ..............................................  Date: .................................
SUBJECT: RELIGIOUS AND MORAL EDUCATION  

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**Strand**: God, His Creation and Attributes  
**Sub-strand**: The Environment

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<tr>
<th>Indicator (code)</th>
<th>Performance Indicator</th>
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<tr>
<td>B2.1.2.1.1:</td>
<td>Learners can explain the importance of the environment.</td>
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**Core Competencies**: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

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**Ref**: RME curriculum Page

**DAY**

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<td>Starter (preparing the brain for learning)</td>
<td>Main (new learning including assessment)</td>
<td>Plenary / Reflections</td>
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</table>

**Friday**

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<thead>
<tr>
<th>Engage learners to sing songs and recite familiar rhymes</th>
<th>In groups, let learners examine things made by humankind and identify the materials used in making the things. - Guide learners to talk about the importance of the environment. (survival of God’s creation depends on the environment): air, food, water, shelter, etc.</th>
<th>What have we learnt today?</th>
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<tbody>
<tr>
<td>Assessment: let learners explain the importance of the environment</td>
<td>Ask learners to summarize the main points in the lesson</td>
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Signature: _______________________________  
Date: _______________________________
# LESSON PLAN

**SUBJECT:** HISTORY  
**CLASS:** TWO

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**Strand:** My Country Ghana  
**Sub-strand:** The People Of Ghana

**Indicator (code):** B2.2.1.1.1  
**Content standard (code):** B2.2.1.1.

**Performance Indicator:** Learners can identify the ethnic groups in each region in Ghana

**Core Competencies:**  Creativity and Innovation  Communication and Collaboration  Personal Development and Leadership  Critical Thinking and Problem Solving.

**Keywords:**

**T. L. R. (s):** Pictures

**Ref:** History curriculum  
**Page:**

**DAY**  
**Phase 1:**  
**Starter** (preparing the brain for learning)

**Phase 2:**  
**Main** (new learning including assessment)

<table>
<thead>
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<th>Tuesday</th>
<th>Thursday</th>
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</table>
| **Engage learners to sing songs and recite familiar rhymes**  
Which ethnic groups are there in your region? | **Engage learners to sing songs and recite familiar rhymes**  
Match the ethnic groups with their region.  
Assessment: let learners match the ethnic groups in each region in Ghana |

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<th>Phase 3:</th>
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| **Plenary / Reflections** | **What have we learnt today?**  
Ask learners to summarize the main points in the lesson |
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| Ask learners to summarize the main points in the lesson |

Vetted by: ................................................................. Signature: ......................................... Date: .........................
**Subject:** Creative Arts  
**Class:** Two

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**Strand:** Performing Arts  
**Sub-strand:** Planning, Making and Composing

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<th>Indicator (code)</th>
<th>Content standard (code)</th>
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<tr>
<td>B2.2.2.1</td>
<td>B2.2.2</td>
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**Performance Indicator:** Learners can generate ideas to create own artworks based on performing artworks that reflect the history and culture of people in other Ghanaian communities.

**Core Competencies:** Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s)**

**Ref:** Creative Arts curriculum

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<td>Phase 1: Starter (preparing the brain for learning)</td>
<td>Phase 2: Main (new learning including assessment)</td>
<td>Phase 3: Plenary / Reflections</td>
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</table>
|     | **Monday** | Get learners to sing songs and recite familiar rhymes | Learners are to:  
* recall images of performing artworks that are produced or performed in other parts of Ghana;  
* define own ideas for improvising own music, dance or drama based on the identified performing artworks  
Assessment: let learners write ideas to create own artworks based on performing artworks that reflect the history and culture of people in other Ghanaian communities | 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:  
- Use ideas formed about the performing artworks to plan own music, dance and drama that reflect the history and culture (e.g. customs, religion, festivals, buildings, symbols) of people in those parts of Ghana  
  
Assessment: Let learners write ideas to create own artworks based on performing artworks that reflect the history and culture of people in other Ghanaian communities | What have we learnt today?  
Ask learners to summarize the main points in the lesson |

Vetted by: ................................................................. Signature: ............................................ Date: .................
# LESSON PLAN

**SUBJECT:** GHANAIAN LANGUAGE  
**CLASS:** TWO

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<table>
<thead>
<tr>
<th>Strand: Reading</th>
<th>Sub-strand: Phonological and Phonemic Awareness Phonics (Blend and Connect Sounds)</th>
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<thead>
<tr>
<th>Indicator (code)</th>
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<th>B2.2.4.1.1</th>
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<tr>
<th>Content standard (code)</th>
<th>B2.2.3.1</th>
<th>B2.2.4.1</th>
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</table>

**Performance Indicator**
- Learners should recognise and create words with the same sounds - initial and final position
- Learners should blend syllables to produce simple words.

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**
- Manila cards, markers, recorded audios visual

**Ref:** 
- Ghanaian Language curriculum

**DAY**

<table>
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<tr>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Engage learners to sing songs and recite familiar rhymes | • Let learners explore a rhyme.  
• Write some words on the board.  
• Lead learners to mention the words.  
• Call learners to mention the words individually. | What have we learnt today? |

Engage learners to sing songs and recite familiar rhymes
<table>
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<tr>
<th>Engage learners to sing songs and recite familiar rhymes</th>
<th>• Assist learners through discussion to recognise and create words with the same sounds in word initial and final positions.</th>
<th>Review the lesson with learners</th>
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<tr>
<td></td>
<td>Assessment: let learners create words with the same sounds - initial and final position</td>
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<td>Review the lesson with learners</td>
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<td></td>
<td>Review the lesson with learners</td>
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What have we learnt today?

Review the lesson with learners

Engage learners to sing songs and recite familiar rhymes

• Let learners explore a rhyme.
• Write some syllables on a manila card and show it to learners.
• Lead learners to read the syllables.
• Lead learners to blend syllables to produce simple words.

Assessment: let learners blend syllables to produce simple words

Vetted by: ................................................................. Signature: ........................................... Date: ..............................
## LESSON PLAN

**SUBJECT:** ENGLISH LANGUAGE  
**CLASS:** TWO  

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### Strand:
- A. Oral Language  
- B. Reading  
- C. Writing  
- D. Using Writing Conventions  
- E. Extensive Reading  

### Sub-strand:
- A. Dramatisation and Role Play  
- B. Vocabulary  
- C. Labelling Items  
- D. Using Punctuation  
- E. Building The Love and Culture of Reading  

#### Indicator (code)
- B2.1.5.1.1.  
- B2.2.6.1.1.  
- B2.4.4.1.1.  
- B2.5.2.1.1.  
- B2.6.1.1.1.  

#### Content standard (code)
- B2.1.5.1.  
- B2.2.6.1.  
- B2.4.4.1.  
- B2.5.2.1.  
- B2.6.1.1.  

#### Performance Indicator
- A. Learners can dramatise/role-play stories heard or read  
- B. Learners can read level-appropriate sight words, understand and use many of them in meaningful sentences  
- C. Learners can draw and label objects found in their environment  
- D. Learners can use full stops at the end of sentences and question marks at the end of questions  
- E. Learners can read a variety of age and level-appropriate books and texts from print and non-print  

#### Core Competencies:
Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**
Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.
<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Monday| Engage learners to sing songs and recite familiar rhymes | A. ORAL LANGUAGE  
- Have learners select an interesting story heard or read in class.  
- Retell the story.  
- Discuss the story and have learners recall main events and characters.  
- Select characters and assign them roles to play.  
- Let learners dramatise/role-play the story.  
- Discuss moral values from the story.  
- Have learners say whether or not they have enjoyed the drama and why  
Assessment: let learners dramatise/role-play stories heard or read | 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 the selected sight words, one at a time, in context and write them on the board.  
- Start from the basic words they already know.  
- Have learners repeat the words aloud a number of times.  
- Write the words on the board.  
- Have learners read the words in order and at random.  
- Use think-pair-share to have learners form sentences with them.  
Assessment: let learners read level-appropriate sight words, understand and use many of them in meaningful sentences | 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 | C. WRITING  
- Take learners round to look at charts showing labelled objects.  
- 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.). | What have we learnt today?  
Ask learners to summarize the main points in the lesson |
<table>
<thead>
<tr>
<th><strong>Thursday</strong></th>
<th><strong>Engage learners to sing songs and recite familiar rhymes</strong></th>
<th><strong>D. WRITING CONVENTIONS AND GRAMMAR USAGE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Have learners look at sentences in their class readers to observe how they begin and end.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate placing a full stop (.) at the end of a sentence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Let learners copy and punctuate sentences with full stop.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Present the question mark similarly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment: let learners use full stops at the end of sentences and question marks at the end of questions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Friday</strong></th>
<th><strong>Engage learners to sing songs and recite familiar rhymes</strong></th>
<th><strong>E. EXTENSIVE READING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Use the Author’s chair to introduce the reading/library time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have a variety of age and level-appropriate books for learners to make a choice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Introduce narratives, pop-up and flip-the-page texts to learners.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Introduce e-books to learners, if available.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• For each reading session, guide learners to select books.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment: let learners read a variety of age and level-appropriate books and texts from print</td>
</tr>
</tbody>
</table>

**What have we learnt today?**
Ask learners to summarize the main points in the lesson.
### LESSON PLAN

**SUBJECT:** MATHEMATICS  
**CLASS:** TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period:</th>
<th>Lesson:</th>
</tr>
</thead>
</table>

**Strand:** NUMBER  
**Sub-strand:** Counting, Representation, Cardinality & Ordinality

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.1.1.1.4</td>
<td>B2.1.1.1.</td>
<td>Learners can demonstrate a conceptual understanding of place value of whole numbers between 0 and 100</td>
</tr>
</tbody>
</table>

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

- T. L. R. (s): Counters

**Ref:** Mathematics curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Sing songs like:</td>
<td>Develop a conceptual understanding of place value of whole numbers between 0 and 100 by:</td>
<td>Review the lesson with Learners</td>
</tr>
</tbody>
</table>
I’m counting one, what is one

- explain and show - with bundles of 10s and 1s and a tens frame - the meaning of each digit in a 2-digit number (when the two Tens Frame digits are different, as well as when the two digits are the same) and representing the number in a tens frame

(Use other possible representations of place value which include manipulatives such as threaded 100s, 10s, and loose bottle caps; and multi-base ten material (units, flats and squares) with numeral cards

- decompose or partition numbers to 1000 into hundreds, tens and ones (e.g.: 153 = 100 + 50 + 3, or 153 = 100 + 53)

- explain why the value of a digit depends upon its placement within a numeral.

read a number by indicating the value of each digit (i.e., reading 43 as forty-three and not four three.

Assessment: have learners to practice with more examples

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Sing songs like:</th>
<th>Develop a conceptual understanding of place value of whole numbers between 0 and 1000 by:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I’m counting one, what is one</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 - One is one alone, alone it shall be.</td>
<td></td>
</tr>
</tbody>
</table>

- explain and show - with bundles of 10s and 1s and a tens frame - the meaning of each digit in a 2-digit number (when the two Tens Frame digits are different, as well as when the two digits are the same) and representing the number in a tens frame

(Use other possible representations of place value which include manipulatives such as threaded 100s, 10s, and loose bottle caps; and multi-base ten material (units, flats and squares) with numeral cards

- decompose or partition numbers to 1000 into hundreds, tens and ones (e.g.: 153 = 100 + 50 + 3, or 153 = 100 + 53)

- explain why the value of a digit depends upon its placement within a numeral.

Review the lesson with Learners
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Task</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Wednesday | Sing songs like: I’m counting one, what is one | Develop a conceptual understanding of place value of whole numbers between 0 and 1000 by:  
- Explain and show with bundles of 10s and 1s and a tens frame - the meaning of each digit in a 2-digit number (when the two digits are different, as well as when the two digits are the same) and representing the number in a tens frame.  
(Use other possible representations of place value which include manipulatives such as threaded 100s, 10s, and loose bottle caps; and multi-base ten material (units, flats and squares) with numeral cards  
- Decompose or partition numbers to 1000 into hundreds, tens and ones (e.g.: 153 = 100 + 50 + 3, or 153 = 100 + 53)  
- Explain why the value of a digit depends upon its placement within a numeral. | Review the lesson with Learners |
|          | 1 - One is one alone, alone it shall be.       | Read a number by indicating the value of each digit (i.e., reading 43 as forty-three and not four three.  
Assessment: have learners to practice with more examples |                      |
| Thursday  | Sing songs like: I’m counting one, what is one | Partition or decompose numbers to 100 and then to 1000 into equivalent expressions (e.g.: 47 = 20 + 20 + 7, or 30 + 10 + 7, etc.)  
Assessment: have learners to practice with more examples | Review the lesson with Learners |
| Friday   | Sing songs like: I’m counting one, what is one | Partition or decompose numbers to 100 and then to 1000 into equivalent expressions (e.g.: 47 = 20 + 20 + 7, or 30 + 10 + 7, etc.)  
Assessment: have learners to practice with more examples | Review the lesson with Learners |
## LESSON PLAN

**SUBJECT: SCIENCE**

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
</tr>
<tr>
<td>Period:</td>
<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand:** CYCLES  
**Sub-strand:** EARTH SCIENCE

**Indicator (code):** B2.2.1.2.1  
**Content standard (code):** B2.2.1.2.

**Performance Indicator:** Learners can identify sources of light to the earth

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**  
T. L. R. (s): Pictures

**Ref:** Science curriculum Page

### DAY

<table>
<thead>
<tr>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Monday Engage learners to sing songs and recite familiar rhymes | • Learners mention sources of light at home and at the school.  
• Assemble different sources of light (realia and pictures): stars, torch, lantern, lightning, fireflies, forest fires, light bulbs, candle light etc.  
• Learners identify and draw sources of light in their environment.  
Assessment: let learners identify and draw sources of light in their environment. | What have we learnt today?  
Ask learners to summarize the important points of the lesson |

---

**DAY**

**Phase 1:** Starter (preparing the brain for learning)

- Engage learners to sing songs and recite familiar rhymes.
- Learners mention sources of light at home and at the school.
- Assemble different sources of light (realia and pictures): stars, torch, lantern, lightning, fireflies, forest fires, light bulbs, candle light etc.
- Learners identify and draw sources of light in their environment.

**Phase 2:** Main (new learning including assessment)

- Assessment: let learners identify and draw sources of light in their environment.

**Phase 3:** Plenary / Reflections

- 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 | • Sort and classify sources of light as artificial or natural.  
• Learners talk about why and when we need light.  
• Designs an activity to block light from a torch using a cardboard to illustrate the importance of light.  
• Discuss with learners: What will happen if there is no light on earth?  
Assessment: let learners classify sources of light as artificial or natural. | What have we learnt today?  
Ask learners to summarize the important points of the lesson |

Vetted by: .........................................................  
Signature: ..................................................  
Date: .................................
**SUBJECT: OUR WORLD OUR PEOPLE**

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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<tbody>
<tr>
<td>Day:</td>
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<tr>
<td>Period:</td>
<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand :** ALL ABOUT US  
**Sub-strand :** Home and School

**Indicator (code):** B2.1.4.1.1.  
**Content standard (code):** B2.1.4.1.

**Performance Indicator:** Learners can explain the need for obeying rules in the home and school

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s):** Pictures

**Ref:** Our World Our People curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1:</th>
<th>Phase 2: Main</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Starter (preparing the brain for learning)</td>
<td>(new learning including assessment)</td>
<td></td>
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</tbody>
</table>

**Tuesday**  
**Engage learners to sing songs and recite familiar rhymes**

Learners work in groups to talk about rules in the home, school and community.  
Learners role play scenarios on obeying rules in the home, school and community  
Assessment: Let learners explain the need for obeying rules in the home and school  
What have we learnt today?  
Ask learners to summarize the main points in the lesson

**Thursday**  
**Engage learners to sing songs and recite**

Learners compose rhymes on obeying rules in the home and school  
What have we learnt today?
| familiar rhymes | Assessment: Let learners compose rhymes on obeying rules in the home and school | Ask learners to summarize the main points in the lesson |

Vetted by: ................................................. Signature: .......................... Date: ..........................
### SUBJECT: PHYSICAL EDUCATION  
### CLASS: TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
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<tr>
<td>Period:</td>
<td>Lesson:</td>
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</tbody>
</table>

**Strand:** MOTOR SKILL AND MOVEMENT PATTERNS  
**Sub-strand:** MANIPULATIVE SKILLS

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.1.2.1.2</td>
<td>Learners can strike a ball continuously in an upward or forward motion, using a hand and foot</td>
</tr>
</tbody>
</table>


**Keywords**

<table>
<thead>
<tr>
<th>T. L. R. (s)</th>
<th>Balls</th>
</tr>
</thead>
</table>

**Ref:** PE curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learners jog round a demarcated area in files while singing and clapping to warm-up the body</td>
<td>Learners go through warm up activities as usual. Stand at shoulder width apart with the foot opposite the striking hand slightly forward. Toss a ball up and wing the arm forward to strike the ball at the bottom upward. Follow the ball and strike it as it drops continuously until it drops. Guide learners to practice at their own pace. Put them in mini-teams to play a game. End lesson to with cool down.</td>
<td>What have we learnt today? Use answers to summarise the lesson.</td>
</tr>
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Friday
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<tr>
<th>NANA FIIFI ACQUAH</th>
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</thead>
<tbody>
<tr>
<td>for maximal</td>
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<tr>
<td>performance and to</td>
</tr>
<tr>
<td>prevent injuries</td>
</tr>
</tbody>
</table>

Vetted by: ................................................................. Signature: ........................................... Date: .................................
SUBJECT: RELIGIOUS AND MORAL EDUCATION
CLASS: TWO

Week Ending: 
Class size: 

Day : 
Date : 

Period : 
Lesson : 

Strand : God, His Creation and Attributes
Sub-strand : The Environment

Indicator (code)  B2. 1.2.1.2
Content standard (code)  B2. 1.2.1.

Performance Indicator
Learners can demonstrate human activities that destroy God’s creation or the environment.


Keywords

T. L. R. (s)  Pictures

Ref:  RME curriculum  Page

DAY

Phase 1: Starter (preparing the brain for learning)
Phase 2: Main (new learning including assessment)
Phase 3: Plenary / Reflections

Friday
Engage learners to sing songs and recite familiar rhymes
Guide learners to talk about activities that destroy the environment: indiscriminate cutting down of trees, illegal mining activities (galamsey), pollution of water bodies, etc. Let learners know that all these activities lead to climate change – heat, floods, rainstorms, less rainfall pattern, drought, famine, etc.
Assessment: let learners mention activities that destroy the environment

What have we learnt today?
Ask learners to summarize the main points in the lesson

Vetted by:..................................................  Signature:.................................  Date:..................
# LESSON PLAN

**SUBJECT:** HISTORY  
**CLASS:** TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
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<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
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<tr>
<td>Period:</td>
<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand:** My Country Ghana  
**Sub-strand:** The People Of Ghana

**Indicator (code):** B2.2.1.1.1  
**Content standard (code):** B2.2.1.1.

**Performance Indicator:** Learners can identify the ethnic groups in each region in Ghana

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

<table>
<thead>
<tr>
<th>T. L. R. (s)</th>
<th>Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>History curriculum</td>
<td>Page</td>
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**Ref:**

<table>
<thead>
<tr>
<th>DAY</th>
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<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>List the administrative regions in the order in which they were created (starting with the oldest region).</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Assessment: let learners list the administrative regions in the order in which they were created</td>
<td></td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td>Thursday</td>
<td>Engage learners to sing songs and recite</td>
<td>List the administrative regions in the order in which they were created (starting with the oldest region).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td>familiar rhymes</td>
<td>Assessment: let learners list the administrative regions in the order in which they were created</td>
<td>Ask learners to summarize the main points in the lesson</td>
<td></td>
</tr>
</tbody>
</table>

Vetted by: ..........................  Signature: ..........................  Date: ..........................
SUBJECT: CREATIVE ARTS   CLASS: TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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<tr>
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<tr>
<td>Period:</td>
<td>Lesson:</td>
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</tbody>
</table>

Strand: VISUAL ARTS  Sub-strand: Planning, Making and Composing

Indicator (code)  B2 1.2.3.1  Content standard (code)  B2 1.2.3.

Performance Indicator: Learners can create own visual artworks using available visual arts media and methods to represent artworks that reflect the history and culture or way of life of people in other communities in Ghana.


Keywords

T. L. R. (s)  Pictures

Ref:  Creative Arts curriculum

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Learners are to:  ① discuss the history and culture of the people (e.g. their occupation, staple food, religion, festivals, customs);  ② identify the artworks found among the people in other parts of Ghana (e.g. clay pots, straw baskets, woven/printed and dyed fabrics, leather products, wood carvings, glass and stone beads, jewellery);</td>
<td>What have we learnt today?  Ask learners to summarize the main points in the lesson</td>
</tr>
</tbody>
</table>
| Wednesday | Engage learners to sing songs and recite familiar rhymes | Learners are to:  
- discuss the history and culture of the people (e.g. their occupation, staple food, religion, festivals, customs);  
- identify the artworks found among the people in other parts of Ghana (e.g. clay pots, straw baskets, woven/printed and dyed fabrics, leather products, wood carvings, glass and stone beads, jewellery);  
- create own artworks that reflect the history and culture of people in other parts of Ghana.  
Assessment: let learners create own visual artworks using available visual arts media and methods to represent artworks that reflect the history and culture or way of life of people in other communities in Ghana | What have we learnt today?  
Ask learners to summarize the main points in the lesson |
### LESSON PLAN

**SUBJECT:** GHANAIAN LANGUAGE  
**CLASS:** TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
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<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
</tr>
<tr>
<td>Period:</td>
<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand:** Reading  
**Sub-strand:** Phonics (Blend and Connect Sounds)

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.2.4.1.2</td>
<td>B2.2.4.1.3</td>
</tr>
<tr>
<td>B2.2.4.1.</td>
<td>B2.2.4.1.</td>
</tr>
</tbody>
</table>

**Performance Indicator**
- Learners should use alphabetic knowledge to decode words
- Learners should read simple short sentences

**Core Competencies:** Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving.

**Keywords**
- Manila cards, markers, recorded audios visual

**Ref:** Ghanaian Language curriculum

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
|     | Engage learners to sing songs and recite familiar rhymes | • Revise the letters of the alphabet with learners.  
• Write some words on a manila card and assist learners to use alphabetic knowledge to decode the words.  
Assessment: let learners use alphabetic knowledge to decode words | What have we learnt today?  
Review the lesson with learners |
|     | Engage learners to | • Write some simple sentences on the board.  
• Lead learners to read the sentences. | What have we learnt today? |

**T. L. R. (s)**
- Manila cards, markers, recorded audios visual

**Ref:** Ghanaian Language curriculum
<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructions</th>
<th>Assessment</th>
<th>Review the lesson with learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sing songs and recite familiar rhymes</td>
<td>• Call learners to read the simple sentences on the board as a group.</td>
<td>Let learners read simple short sentences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Let learners read the sentences individually and correct them where necessary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment: let learners read simple short sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Write some simple sentences on the board.</td>
<td>• Call learners to read the simple sentences on the board as a group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lead learners to read the sentences.</td>
<td>• Let learners read the sentences individually and correct them where necessary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment: let learners read simple short sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What have we learnt today?</td>
<td>Review the lesson with learners</td>
<td></td>
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</tbody>
</table>
SUBJECT: ENGLISH LANGUAGE  
CLASS: TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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<tbody>
<tr>
<td>Day:</td>
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<tr>
<th>Period:</th>
<th>Lesson:</th>
</tr>
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<table>
<thead>
<tr>
<th>Strand:</th>
<th>Sub-strand:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Oral Language</td>
<td>A. Dramatisation and Role Play</td>
</tr>
<tr>
<td>B. Reading</td>
<td>B. Vocabulary</td>
</tr>
<tr>
<td>C. Writing</td>
<td>C. Labelling Items</td>
</tr>
<tr>
<td>D. Using Writing Conventions</td>
<td>D. Using Punctuation</td>
</tr>
<tr>
<td>E. Extensive Reading</td>
<td>E. Building The Love and Culture of Reading</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.1.5.1.1.</td>
<td>B2.1.5.1.</td>
</tr>
<tr>
<td>B2.2.6.1.2</td>
<td>B2.2.6.1.</td>
</tr>
<tr>
<td>B2.4.4.1.1.</td>
<td>B2.4.4.1.</td>
</tr>
<tr>
<td>B2.5.2.1.1.</td>
<td>B2.5.2.1.</td>
</tr>
<tr>
<td>B2.6.1.1.1</td>
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</table>

<table>
<thead>
<tr>
<th>Performance Indicator</th>
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</thead>
<tbody>
<tr>
<td>A. Learners can dramatise/role-play stories heard or read</td>
<td></td>
</tr>
<tr>
<td>B. Learners can use context clues to infer meanings of words</td>
<td></td>
</tr>
<tr>
<td>C. Learners can draw and label objects found in their environment</td>
<td></td>
</tr>
<tr>
<td>D. Learners can use full stops at the end of sentences and question marks at the end of questions</td>
<td></td>
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<tr>
<td>E. Learners can read a variety of age and level-appropriate books and texts from print and non-print</td>
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<table>
<thead>
<tr>
<th>Keywords</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T. L. R. (s)</td>
<td>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.</td>
</tr>
</tbody>
</table>

Ref: English Language curriculum Page
<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Monday    | Engage learners to sing songs and recite familiar rhymes | A. ORAL LANGUAGE  
- Have learners select an interesting story heard or read in class.  
- Retell the story.  
- Discuss the story and have learners recall main events and characters.  
- Select characters and assign them roles to play.  
- Let learners dramatise/role-play the story.  
- Discuss moral values from the story.  
- Have learners say whether or not they have enjoyed the drama and why.  
Assessment: let learners dramatise/role-play stories heard or read | 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  
- Create a story around a theme, using specific key words or vocabulary items you wish to teach.  
- Have learners use context to find the meaning of the key words.  
- Have learners make their own sentences using these key words.  
Assessment: let learners use context clues to infer meanings of words | 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 | C. WRITING  
- Take learners round to look at charts showing labelled objects.  
- 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.).  
- Let learners draw and label objects from the area studied by their group.  
- Help them to edit their work particularly spelling and spacing. | What have we learnt today?  
Ask learners to summarize the main points in the lesson |
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Activity Details</th>
<th>Assessment</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td></td>
<td></td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. WRITING CONVENTIONS AND GRAMMAR USAGE</td>
<td></td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have learners look at sentences in their class readers to observe how they begin and end.</td>
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<td></td>
<td></td>
<td>• Demonstrate placing a full stop (.) at the end of a sentence.</td>
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<td></td>
<td></td>
<td>• Let learners copy and punctuate sentences with full stop.</td>
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<td></td>
<td></td>
<td>• Present the question mark similarly.</td>
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<td></td>
<td>Assessment: let learners use full stops at the end of sentences and question marks at the end of questions</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td></td>
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<td></td>
<td></td>
<td>E. EXTENSIVE READING</td>
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<td>Use the Author’s chair to introduce the reading/library time.</td>
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<tr>
<td></td>
<td></td>
<td>• Have a variety of age and level-appropriate books for learners to make a choice.</td>
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<td></td>
<td></td>
<td>• Introduce narratives, pop-up and flip-the-page texts to learners.</td>
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<td>• Introduce e-books to learners, if available.</td>
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<td></td>
<td>• For each reading session, guide learners to select books.</td>
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<td></td>
<td>Assessment: let learners read a variety of age and level-appropriate books and texts from print</td>
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Vetted by: ................................................................. Signature: ........................................ Date: .................
**SUBJECT:** MATHEMATICS  
**CLASS:** TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
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<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
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</table>

| Period:     | Lesson:     |

**Strand:** NUMBER  
**Sub-strand:** Counting, Representation, Cardinality & Ordinality

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.1.1.5</td>
<td>B2.1.1.1.</td>
<td>Learners can represent number quantities up to 1000 in equivalent ways focusing on place value and equality</td>
</tr>
</tbody>
</table>

**Core Competencies:** Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving.

**Keywords**  
T. L. R. (s)  
Counters

**Ref:**  
Mathematics curriculum  
Page

<table>
<thead>
<tr>
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<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Sing songs like:</td>
<td>Demonstrate an understanding of how place value determines the relative size of numbers up to 1000 by: describing the relative size of two or more numbers (i.e., saying whether one number is a little or a lot</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td>Day</td>
<td>Activity</td>
<td>Description</td>
<td>Assessment</td>
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</tr>
<tr>
<td>Tuesday</td>
<td>Sing songs like: I'm counting one, what is one.</td>
<td>Demonstrate an understanding of how place value determines the relative size of numbers up to 1000 by:</td>
<td>Have learners practice with more examples</td>
</tr>
<tr>
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<td>describing the relative size of two or more numbers (i.e., saying whether one number is a little or a lot</td>
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<td></td>
<td>bigger or smaller than another and justifying the answer)</td>
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<tr>
<td>Wednesda</td>
<td>Sing songs like: I'm counting one, what is one.</td>
<td>2. Represent and describe numbers to 1000 in equivalent ways (e.g., 147 is 3 less than 150, is 7 more</td>
<td>Have learners practice with more examples</td>
</tr>
<tr>
<td>y</td>
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<td>than 140, is almost half of 300, is a little larger than 145 but a lot larger than 15, etc.)</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Sing songs like: I'm counting one, what is one.</td>
<td>. Arrange groups of up to 100 objects in equal groups in more than 1 way and describe the arrangement;</td>
<td>Have learners practice with more examples</td>
</tr>
<tr>
<td></td>
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<td>or describe the arrangement and how many are left over (e.g. arrange 66 as two groups of 33 or six</td>
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<td></td>
<td>groups of 11, or 3 groups of 22 or 5 groups of 12 and 6 left over)</td>
<td></td>
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<tr>
<td>Friday</td>
<td>Sing songs like: I'm counting one, what is one.</td>
<td>. Arrange groups of up to 100 objects in equal groups in more than 1 way and describe the arrangement;</td>
<td>Have learners practice with more examples</td>
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<td></td>
<td></td>
<td>or describe the arrangement and how many are left over (e.g. arrange 66 as two groups of 33 or six</td>
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<tr>
<td></td>
<td></td>
<td>groups of 11, or 3 groups of 22 or 5 groups of 12 and 6 left over)</td>
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<td>1 - One is</td>
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Vetted by: ................................. Signature: ........................................ Date: .........................
SUBJECT: SCIENCE  

CLASS: TWO

<table>
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<tr>
<th>Week Ending:</th>
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<td>Period:</td>
<td>Lesson:</td>
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</table>

Strand: SYSTEMS  

Sub-strand: THE HUMAN BODY SYSTEMS

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>B2.3.1.1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content standard (code)</td>
<td>B2.3.1.1.</td>
</tr>
<tr>
<td>Performance Indicator</td>
<td>Learners can know the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands</td>
</tr>
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Keywords

T. L. R. (s)  

Pictures

Ref: Science curriculum  
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<table>
<thead>
<tr>
<th>DAY</th>
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<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Monday | Engage learners to sing songs and recite familiar rhymes | • Learners in a pair share activity observe their friends critically and talk about the parts they see.  
• Engage learners to watch an animated video or listen to an animated song or show a picture of the parts of the human body. (Head, neck, eyes, nose, mouth, stomach, legs).  
• Learners talk about the song or biological uses of the human body in pairs and discuss the uses of the parts of the body. | 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 | • 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.  
• Write the main biological functions of the human body parts being discussed.  
• Learners draw and colour any two parts of the body.  
Note: Counsel any physically challenged child before the lesson.  
Assessment: let learners mention the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands | What have we learnt today?  
Ask learners to summarize the important points of the lesson |

Vetted by: .................................................................  
Signature: ......................................................  
Date: .................................
### LESSON PLAN

**Subject:** OUR WORLD OUR PEOPLE  
**Class:** TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
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<th>Period:</th>
<th>Lesson:</th>
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**Strand:** ALL AROUND US  
**Sub-strand:** The Environment and the Weather

**Indicator (code):** B2.2.1.1.1.  
**Content standard (code):** B2.2.1.1.

**Performance Indicator:** Learners can describe ways of making the environment clean and safe.

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

<table>
<thead>
<tr>
<th>T. L. R. (s)</th>
<th>Pictures</th>
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**Ref:** Our World Our People curriculum Page

<table>
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</table>

**Tuesday**

- **Engage learners to sing songs and recite familiar rhymes**
- **Learners talk about things they can do to make the environment clean and safe e.g. planting trees, proper waste disposal, avoid bush burning, avoid defecating in water bodies, legal mining**

**Assessment:** Let learners mention things in the environment—man made and natural

**What have we learnt today?**

- Ask learners to summarize the main points in the lesson

**Thursday**

- **Engage learners to sing songs and recite**
- **Learners talk about things they can do to make the environment clean and safe e.g. planting trees, proper waste disposal, avoid bush burning, avoid defecating in water bodies, legal mining**

**What have we learnt today?**
| familiar rhymes | Assessment: Let learners describe ways of making the environment clean and safe | Ask learners to summarize the main points in the lesson |

Vetted by: .................................................................  Signature: .............................................  Date: .................................
<table>
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<td>Day :</td>
<td>Date :</td>
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<td>Period :</td>
<td>Lesson :</td>
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</tbody>
</table>

**Subject:** Physical Education  
**Class:** Two

**Strand:** Motor Skill and Movement Patterns  
**Sub-strand:** Manipulative Skills

**Indicator (code):** B2.1.2.1.3  
**Content standard (code):** B2.1.2.1.

**Performance Indicator:** Learners can strike a ball continuously in an upward or forward motion, using a short-handled paddle (table tennis bat, tennis racket.)

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s):** Balls

**Ref:** PE curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
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<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Friday   | Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal | Learners grip a bat/paddle with both hands. They stand with the foot opposite the throwing hand slightly forward. Learners swing the bat/paddle upward and backward. Learners swing the bat/paddle fast to strike a stationary balloon from down and upward with a follow through (continuous movement of the hand at the direction of object movement after striking). Organise a table tennis game for learners to experience the skill in a real-life situation. End the lesson with cool down activities. | What have we learnt today?  
Use answers to summarise the lesson. |

What have we learnt today?  
Use answers to summarise the lesson.
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<tr>
<td>performance and to prevent injuries</td>
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Vetted by: ......................................................... Signature: ........................................ Date: ..........................
**SUBJECT: RELIGIOUS AND MORAL EDUCATION**

<table>
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<td>Period:</td>
<td>Lesson:</td>
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</table>

**Strand:** God, His Creation and Attributes  
**Sub-strand:** The Environment

**Indicator (code)** B2. 1.2.1.2  
**Content standard (code)** B2. 1.2.1.

**Performance Indicator** Learners can Demonstrate human activities that destroy God’s creation or the environment.

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s)** Pictures

**Ref:** RME curriculum Page

<table>
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<tr>
<th>DAY</th>
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<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Phase 1: Engage learners to sing songs and recite familiar rhymes</td>
<td>Group learners to record data on human activities that destroy the environment and present to class for discussion.</td>
<td>What have we learnt today? Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td></td>
<td>Group learners to record data on human activities that destroy the environment and present to class for discussion.</td>
<td>NB Nature walk, video clips and pictures on environmental degradation can be used</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment: let learners record data on human activities that destroy the environment</td>
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**Vetted by:** .................................................................  **Signature:** ........................................  **Date:** .........................
**SUBJECT:** HISTORY  
**CLASS:** TWO

<table>
<thead>
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<td>Period:</td>
<td>Lesson:</td>
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</table>

**Strand:** My Country Ghana  
**Sub-strand:** The People Of Ghana

**Indicator (code):** B2.2.1.1.1

**Content standard (code):** B2.2.1.1.

**Performance Indicator:** Learners can state the characteristics of the ethnic groups in Ghana

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s)**

<table>
<thead>
<tr>
<th>Ref:</th>
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<tbody>
<tr>
<td>History curriculum</td>
<td>Page</td>
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**DAY**

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<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Identify the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths etc.) of some of the ethnic groups in Ghana.</td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td>What are the characteristics of the ethnic groups? What differentiates one ethnic group from the other?</td>
<td>Assessment: let learners state the characteristics of the ethnic groups in Ghana</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td>Thursday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Identify the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths etc.) of some of the ethnic groups in Ghana. Assessment: let learners state the characteristics of the ethnic groups in Ghana</td>
</tr>
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Vetted by: ................................................................. Signature: ........................................... Date: ..........................
### Subject: Creative Arts  
### Class: Two

<table>
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<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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<td>Period:</td>
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</table>

#### Strand: Performing Arts  
#### Sub-strand: Planning, Making and Composing

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<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2 2.2.3.1</td>
<td>B2 2.2.3.</td>
<td>Learners can compose own artworks using available performing arts instruments, resources and methods to represent performing artworks that reflect the history and way of life of people in other communities in Ghana</td>
</tr>
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</table>

#### Core Competencies: Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving

#### Keywords

<table>
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#### Day

<table>
<thead>
<tr>
<th>Phase 1: Starter</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Monday           | Engage learners to sing songs and recite familiar rhymes | Learners are to:  
  - Identify the history and culture of the people from other parts of Ghana (e.g. their occupation, customs, staple foods, festivals, buildings, symbols) using available instruments and techniques;  
  - Role play music, dance and drama performances in the identified communities in Ghana, using available instruments and resources; | 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:  
- create own music, dance and drama to represent those performed by people in other communities in Ghana.  
Assessment: let learners compose own artworks using available performing arts instruments, resources and methods to represent performing artworks that reflect the history and way of life of people in other communities in Ghana | What have we learnt today?  
Ask learners to summarize the main points in the lesson |

Vetted by: ................................................................. Signature: ................................................ Date: .........................
SUBJECT: GHANAIAN LANGUAGE       CLASS: TWO

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</table>

**Strand**: Reading  **Sub-strand**: Phonics (Blend and Connect Sounds)

**Indicator (code)**  B2.2.4.2.1  B2.2.4.2.2

**Content standard (code)**  B2.2.4.2.  B2.2.4.2.

**Performance Indicator**
- Learners should listen and say words with identical sounds from simple sentences
- Learners should read simple poems and recognise rhyming words

**Core Competencies**: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

- Manila cards, markers, recorded audios
- visual

**Ref**: Ghanaian Language curriculum

**DAY**

<table>
<thead>
<tr>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Engage learners to sing songs and recite familiar rhymes | • Write some words on the board and lead learners to read the words.  
  • Lead learners to recognise the words with identical sounds among the words you have written.  
  • Let learners listen to and say words with identical sounds from simple sentences | What have we learnt today? |

What have we learnt today?
<table>
<thead>
<tr>
<th><strong>NANA FIIFI ACQUAH</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment:</strong> let learners say words with identical sounds from simple sentences</td>
</tr>
<tr>
<td><strong>Engage learners to sing songs and recite familiar rhymes</strong></td>
</tr>
<tr>
<td>• Let learners explore a rhyme.</td>
</tr>
<tr>
<td>• Write a simple poem on the board.</td>
</tr>
<tr>
<td>• Lead learners to explore the poem.</td>
</tr>
<tr>
<td>• Call learners to explore the poem individually.</td>
</tr>
<tr>
<td>• Lead learners to explore the poem again with gestures.</td>
</tr>
<tr>
<td>• Assist learners to read simple poems and lead learners to recognise rhyming words.</td>
</tr>
<tr>
<td><strong>Assessment:</strong> let learners read simple poems and identify rhyming words</td>
</tr>
<tr>
<td><strong>Engage learners to sing songs and recite familiar rhymes</strong></td>
</tr>
<tr>
<td>• Let learners explore a rhyme.</td>
</tr>
<tr>
<td>• Write a simple poem on the board.</td>
</tr>
<tr>
<td>• Lead learners to explore the poem.</td>
</tr>
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<td>• Call learners to explore the poem individually.</td>
</tr>
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<td>• Lead learners to explore the poem again with gestures.</td>
</tr>
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<td>• Assist learners to read simple poems and lead learners to recognise rhyming words.</td>
</tr>
<tr>
<td><strong>Assessment:</strong> let learners read simple poems and recognise rhyming words</td>
</tr>
</tbody>
</table>
**LESSON PLAN**

**SUBJECT:** ENGLISH LANGUAGE

<table>
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<tbody>
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<table>
<thead>
<tr>
<th>Period:</th>
<th>Lesson:</th>
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</table>

<table>
<thead>
<tr>
<th>Strand</th>
<th>Sub-strand</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Oral Language</td>
<td>A. Conversation</td>
</tr>
<tr>
<td>B. Reading</td>
<td>B. Vocabulary</td>
</tr>
<tr>
<td>C. Writing</td>
<td>C. Writing Simple Words and Sentences</td>
</tr>
<tr>
<td>D. Using Writing Conventions</td>
<td>D. Using Action Words</td>
</tr>
<tr>
<td>E. Extensive Reading</td>
<td>E. Building The Love and Culture of Reading</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
<th>Performance Indicator</th>
<th>Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.1.6.1.1</td>
<td>B2.1.6.1</td>
<td>A. Learners can use appropriate greetings for special occasions</td>
<td>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</td>
</tr>
<tr>
<td>B2.2.6.1.2</td>
<td>B2.2.6.1</td>
<td>B. Learners can use context clues to infer meanings of words</td>
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</tr>
<tr>
<td>B2.4.5.1.1</td>
<td>B2.4.5.1</td>
<td>C. Learners can write simple sentences to express feelings</td>
<td></td>
</tr>
<tr>
<td>B2.5.4.1.1</td>
<td>B2.5.4.1</td>
<td>D. Learners can use the simple present tense to express habitual actions (simple truths, interest, feelings and opinions)</td>
<td></td>
</tr>
<tr>
<td>B2.6.1.1.1</td>
<td>B2.6.1.1</td>
<td>E. Learners can read a variety of age and level-appropriate books and texts from print and non-print</td>
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</tbody>
</table>

**Keywords**

Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.
<table>
<thead>
<tr>
<th>Ref:</th>
<th>English Language curriculum</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td><strong>DAY</strong></td>
<td><strong>Phase 1:</strong> Starter (preparing the brain for learning)</td>
<td><strong>Phase 2:</strong> Main (new learning including assessment)</td>
</tr>
</tbody>
</table>
| **Monday** | Engage learners to sing songs and recite familiar rhymes | A. ORAL LANGUAGE  
- Revise daily greetings by having learners identify greeting times in the day: e.g. Morning–Good morning, Afternoon–Good afternoon, Evening–Good evening.  
- Discuss special occasions such as birthdays, anniversaries and festivals.  
- Discuss the correct greetings and responses on these occasions.  
- Let learners take turns to demonstrate greetings for special occasions and also practise the appropriate responses.  
Assessment: let learners use appropriate greetings for special occasions | 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  
- Create a story around a theme, using specific key words or vocabulary items you wish to teach.  
- Have learners use context to find the meaning of the key words.  
- Have learners make their own sentences using these key words.  
Assessment: let learners context clues to infer meanings of words | 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 | 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  
- Tell learners some of the things you do daily in short and simple sentences. | What have we learnt today? |
and recite familiar rhymes

<table>
<thead>
<tr>
<th>and recite familiar rhymes</th>
<th>e.g. I read stories everyday.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Create situations for learners to use the structure.</td>
</tr>
<tr>
<td></td>
<td>e.g.</td>
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<tr>
<td></td>
<td>i. simple truths – Lemons are sour.</td>
</tr>
<tr>
<td></td>
<td>ii. interest – I like playing football.</td>
</tr>
<tr>
<td></td>
<td>iii. feelings – I am happy.</td>
</tr>
<tr>
<td></td>
<td>iv. opinions – He is a good teacher.</td>
</tr>
<tr>
<td></td>
<td>• Introduce drills for learners to have practice.</td>
</tr>
<tr>
<td></td>
<td>• Put learners into small groups to discuss given topics, using the structures</td>
</tr>
<tr>
<td>Assessment: let learners use the simple present tense to express habitual actions</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
</tbody>
</table>

Friday

Engage learners to sing songs and recite familiar rhymes

<table>
<thead>
<tr>
<th>Friday</th>
<th>Engage learners to sing songs and recite familiar rhymes</th>
<th>E.EXTENSIVE READING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use the Author’s chair to introduce the reading/ library time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have a variety of age and level-appropriate books for learners to make a choice.</td>
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<tr>
<td></td>
<td>• Introduce narratives, pop-up and flip-the-page texts to learners.</td>
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<tr>
<td></td>
<td>• Introduce e-books to learners, if available.</td>
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<tr>
<td></td>
<td>• For each reading session, guide learners to select books.</td>
<td></td>
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<tr>
<td></td>
<td>Assessment: let learners read a variety of age and level-appropriate books and texts from print</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What have we learnt today?</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
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</table>

Vetted by: .................................................................  Signature: .............................................  Date: .................
## LESSON PLAN

**SUBJECT:** MATHEMATICS  
**CLASS:** TWO

<table>
<thead>
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<th>Day :</th>
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<th>Period :</th>
<th>Lesson :</th>
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</tbody>
</table>

**Week:** TWO  
**Day:** Monday

### Strand: NUMBER  
**Sub-strand:** Counting, Representation, Cardinality & Ordinality

- **Indicator (code):** B2.1.1.6
- **Content standard (code):** B2.1.1.1

**Performance Indicator:** Learners can use place value to compare and order whole numbers up to 100 using comparative language, numbers, and symbols (> , <, or =).

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**
- T. L. R. (s): Counters

**Ref:** Mathematics curriculum  Page

### DAY Phase 1: Starter  (preparing the brain for learning)
**Monday**
- Sing songs like: 
  - I’m counting one, what is one

### Phase 2: Main  (new learning including assessment)
- Identify which of two given numbers is bigger (or smaller), explain why, and represent the relationship using the symbols < and >

### Phase 3: Plenary / Reflections
- Review the lesson with Learners
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Assessment: have learners to practice with more examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Sing songs like: I’m counting one, what is one</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td></td>
<td>. Put a small group of numbers in increasing or decreasing order and justify the order using place value</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment: have learners to practice with more examples</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Sing songs like: I’m counting one, what is one 1 - One is one alone, alone it shall be.</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td></td>
<td>Identify the missing numbers in a section of number line from 1 to 100 or in a hundreds chart and justifying the answer using place value</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment: have learners to practice with more examples</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Sing songs like: I’m counting one, what is one 1 - One is one alone, alone it shall be.</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td></td>
<td>Identify the missing numbers in a section of number line from 1 to 100 or in a hundreds chart and justifying the answer using place value</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment: have learners to practice with more examples</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Sing songs like: I’m counting one, what is one 1 - One is one alone, alone it shall be.</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td></td>
<td>Solve word problems that involve comparing quantities up to 100 (i.e., Ahmed has 23 chickens. Amina has 46. What can you say?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment: have learners to practice with more examples</td>
<td></td>
</tr>
</tbody>
</table>
SUBJECT: SCIENCE  

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day :</td>
<td>Date :</td>
</tr>
<tr>
<td>Period :</td>
<td>Lesson :</td>
</tr>
</tbody>
</table>

**Strand :** SYSTEMS  
**Sub-strand :** SOLAR SYSTEM

**Indicator (code)**: B2.3.2.1.1:

**Content standard (code)**: B2.3.2.1.

**Performance Indicator**:
Learners can identify the sun as the main source of light and warmth on earth.

**Core Competencies**: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

**T. L .R. (s)**: Pictures

**Ref:** Science curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| 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. | What have we learnt today?  
Ask learners to summarize the important points of the lesson |
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Assessment</th>
<th>Additional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Assessment: let learners draw a picture of the main source of light and warmth on earth and colour it</td>
<td>What have we learnt today? Ask learners to summarize the important points of the lesson</td>
</tr>
<tr>
<td></td>
<td>• Learners brainstorm on how life without the sun will be.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Draw a picture of the sun and colour it.</td>
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</tbody>
</table>
## LESSON PLAN

**SUBJECT:** OUR WORLD OUR PEOPLE  
**CLASS:** TWO

<table>
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<th>Week Ending:</th>
<th>Class size:</th>
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<tr>
<td>Day :</td>
<td>Date :</td>
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<tr>
<td>Period :</td>
<td>Lesson :</td>
</tr>
</tbody>
</table>

**Strand:** ALL AROUND US  
**Sub-strand:** The Environment and the Weather

**Indicator (code):** B2.2.1.1.1.  
**Content standard (code):** B2.2.1.1.

**Performance Indicator:** Learners can describe ways of making the environment clean and safe

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

<table>
<thead>
<tr>
<th>T. L. R. (s)</th>
<th>Pictures</th>
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</table>

**Ref:** Our World Our People curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Tuesday | Engage learners to sing songs and recite familiar rhymes | Learners identify ways of protecting land, e.g. do not throw polythene bags, water sachet, empty cans on the land.  
Assessment: Let learners identify ways of protecting land | What have we learnt today?  
Ask learners to summarize the main points in the lesson |
| Thursday | Engage learners to sing songs and recite | Learners draw and colour a clean environment  
Assessment: Let learners draw and colour a clean environment | What have we learnt today? |
| familiar rhymes | Ask learners to summarize the main points in the lesson |

Vetted by: .............................................................. Signature: .................................. Date: .........................
SUBJECT: PHYSICAL EDUCATION  
CLASS: TWO

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Day</td>
<td>Date</td>
</tr>
<tr>
<td>Period</td>
<td>Lesson</td>
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</table>

**Strand**: MOTOR SKILL AND MOVEMENT PATTERNS  
**Sub-strand**: MANIPULATIVE SKILLS

<table>
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<th>Indicator (code)</th>
<th>Content standard (code)</th>
<th>Performance Indicator</th>
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<tbody>
<tr>
<td>B2.1.2.1.4</td>
<td>B2.1.2.1.</td>
<td>Learners can perform the overhand throw pattern</td>
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</table>

**Core Competencies**: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s)**

<table>
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<th>Ref:</th>
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| DAY | Phase 1:  
Starter (preparing the brain for learning) | Phase 2: Main  
(new learning including assessment) | Phase 3:  
Plenary / Reflections |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries</td>
<td>warm up, pick up a ball and stand with shoulders straight. Extend the arm with the ball above the head as you step forward with the opposite leg. Swing the extended arm forward to throw the ball over the hand. Learners practice the skill and give feedback. Allow learners to progress at their pace. Organise a mini handball game for learners to experience the skill in a real-life situation. End the lesson with cool down activities.</td>
<td>What have we learnt today? Use answers to summarise the lesson.</td>
</tr>
</tbody>
</table>

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Date: ...............................................................
SUBJECT: RELIGIOUS AND MORAL EDUCATION  
CLASS: TWO

<table>
<thead>
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<th>Date</th>
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**Week Ending:**

**Period:**

**Class size:**

**Lesson:**

**Strand:** God, His Creation and Attributes  
**Sub-strand:** The Environment

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
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<tbody>
<tr>
<td>B2. 1.2.1.2</td>
<td>B2. 1.2.1.</td>
</tr>
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</table>

**Performance Indicator:** 
Learners can demonstrate human activities that destroy God’s creation or the environment.

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s)**

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**Ref:** 
RME curriculum Page

**DAY**

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<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
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</thead>
</table>

**Friday**

<table>
<thead>
<tr>
<th>Engage learners to sing songs and recite familiar rhymes</th>
<th>Let learners draw and colour various aspects of the environment: - safe environment, - unsafe environment, etc.</th>
<th>What have we learnt today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment: let learners draw and colour various aspects of the environment: - safe environment, - unsafe environment</td>
<td>Ask learners to summarize the main points in the lesson</td>
<td></td>
</tr>
</tbody>
</table>

Vetted by: ..............................................................  
Signature: ......................................................  
Date: .................................
## LESSON PLAN

**SUBJECT:** HISTORY  
**CLASS:** TWO

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<th>Week Ending:</th>
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<tbody>
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</tr>
<tr>
<td>Period:</td>
<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand:** My Country Ghana  
**Sub-strand:** The People Of Ghana

### Indicator (code)  
**B2.2.1.1.1**

### Content standard (code)  
**B2.2.1.1.**

### Performance Indicator  
Learners can state the characteristics of the ethnic groups in Ghana

### Core Competencies:  
Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving.

### Keywords
T. L. R. (s)  
Pictures

**Ref:**  
History curriculum  
Page

### DAY

<table>
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<tr>
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<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Identify the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths etc.) of some of the ethnic groups in Ghana.</td>
<td>What have we learnt today?</td>
</tr>
</tbody>
</table>
| What are the characteristics of the ethnic groups?  
What differentiates one ethnic group from the other? | Assessment: let learners state the characteristics of the ethnic groups in Ghana.  
Ask learners to summarize the main points in the lesson | |
<table>
<thead>
<tr>
<th>Thursday</th>
<th>Engage learners to sing songs and recite familiar rhymes</th>
<th>Identify the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths etc.) of some of the ethnic groups in Ghana.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment: let learners state the characteristics of the ethnic groups in Ghana</td>
<td>What have we learnt today? Ask learners to summarize the main points in the lesson</td>
</tr>
</tbody>
</table>

Vetted by: ................................................................. Signature: ........................................ Date: ................................
SUBJECT: CREATIVE ARTS  
CLASS: TWO

<table>
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<tr>
<td>Period:</td>
<td>Lesson:</td>
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</table>

**Strand:** VISUAL ARTS  
**Sub-strand:** Displaying and Sharing

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2 1.3.4.1</td>
<td>B2 1.3.4.1</td>
<td>Learners can plan for a display of own artworks to share creative experiences based on ideas from visual artworks that reflect the history and culture of people in other Ghanaian communities</td>
</tr>
</tbody>
</table>

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s)**

<table>
<thead>
<tr>
<th>Ref:</th>
<th>Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts curriculum</td>
<td></td>
</tr>
</tbody>
</table>

**DAY**

<table>
<thead>
<tr>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Monday Engage learners to sing songs and recite familiar rhymes | Learners are to:  
  ⚫ watch a short video or exhibition of artworks of people in other Ghanaian communities;  
  ⚫ discuss the need for displaying portfolio of own visual artworks;  
  Assessment: let learners write plan for a display of own artworks to share creative experiences based on ideas | What have we learnt today?  
  Ask learners to summarize the main points in the lesson |
<table>
<thead>
<tr>
<th>Day</th>
<th>Task</th>
<th>Instructions</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Learners are to:</td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. plan a display of portfolio of own visual artworks (e.g. drawings, colour work, clay models)</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to share ideas, educate and inform the public on the history and culture of other people in Ghana</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment: let learners write plan for a display of own artworks to share creative experiences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>based on ideas from visual artworks that reflect the history and culture of people in other Ghanaian communities</td>
<td></td>
</tr>
</tbody>
</table>

Vetted by: ................................................................. Signature: ........................................ Date: ..................
# LESSON PLAN

**SUBJECT:** GHANAIAN LANGUAGE  
**CLASS:** TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day :</td>
<td>Date :</td>
</tr>
<tr>
<td>Period :</td>
<td>Lesson :</td>
</tr>
</tbody>
</table>

**Strand:** Writing  
**Sub-strand:** Penmanship/Handwriting

**Indicator (code):** B2.3.1.1.1  
**Content standard (code):** B2.3.1.1.

**Performance Indicator:** Learners should write letters clearly and boldly.

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

**Keywords**  
T. L. R. (s): Manila cards, markers, recorded audios visual

**Ref:** Ghanaian Language curriculum

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
|     | Engage learners to sing songs and recite familiar rhymes | Write the letters of the alphabet boldly on the board.  
Lead learners to say the letters of the alphabet aloud.  
Call learners individually to say the letters of the alphabet aloud.  
Assist learners to write letters boldly and clearly.  
Assessment: let learners write letters clearly and boldly | What have we learnt today?  
Review the lesson with learners |

**DAY**

Review the lesson with learners.
<table>
<thead>
<tr>
<th>Activities</th>
<th>What have we learnt today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td></td>
</tr>
<tr>
<td>• Write the letters of the alphabet boldly on the board.</td>
<td></td>
</tr>
<tr>
<td>• Lead learners to say the letters of the alphabet aloud.</td>
<td></td>
</tr>
<tr>
<td>• Call learners individually to say the letters of the alphabet aloud.</td>
<td></td>
</tr>
<tr>
<td>• Assist learners to write letters boldly and clearly.</td>
<td></td>
</tr>
<tr>
<td>Assessment: let learners write letters clearly and boldly</td>
<td></td>
</tr>
<tr>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td></td>
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<tr>
<td>• Write the letters of the alphabet boldly on the board.</td>
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<td></td>
</tr>
<tr>
<td>• Assist learners to write letters boldly and clearly.</td>
<td></td>
</tr>
<tr>
<td>Assessment: let learners write letters clearly and boldly</td>
<td></td>
</tr>
</tbody>
</table>

Vetted by: .......................................................... Signature: .................................. Date: ......................
TERM ONE
BASIC TWO
WEEK 8
## LESSON PLAN

### SUBJECT: ENGLISH LANGUAGE

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
</tr>
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<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period:</th>
<th>Lesson:</th>
</tr>
</thead>
</table>

### Strand:
- A. Oral Language
- B. Reading
- C. Writing
- D. Using Writing Conventions
- E. Extensive Reading

### Sub-strand:
- A. Conversation
- B. Comprehension
- C. Writing Simple Words and Sentences
- D. Using Action Words
- E. Building The Love and Culture of Reading

### Indicator (code)
- B2.1.6.1.2.
- B2.2.7.1.1.
- B2.4.5.1.1
- B2.5.4.1.1
- B2.6.1.1.1

### Content standard (code)
- B2.1.6.1.
- B2.2.7.1.
- B2.4.5.1.
- B2.5.4.1.
- B2.6.1.1.

### Performance Indicator
- A. Learners can talk about events at home
- B. Learners can use illustrations, text clues and context to make predictions during reading
- C. Learners can write simple sentences to express feelings
- D. Learners can use the simple present tense to express habitual actions (simple truths, interest, feelings and opinions)
- E. Learners can read a variety of age and level-appropriate books and texts from print and non-print

### Core Competencies:
- Creativity and Innovation
- Communication and Collaboration
- Personal Development and Leadership
- Critical Thinking and Problem Solving.

### Keywords

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**Note:** This lesson plan details a structured approach to teaching English Language, focusing on various aspects such as oral language, reading, writing, and extensive reading. It includes specific indicators and content standards that align with educational standards, and outlines performance indicators that describe what learners are expected to achieve. Core competencies highlight the development of various skills and abilities that learners should strive to attain.
<table>
<thead>
<tr>
<th>DAY</th>
<th>ENGAGE LEARNERS TO SING SONGS AND RECITE FAMILIAR RHYMES</th>
<th>A. ORAL LANGUAGE</th>
<th>ASSESSMENT: LET LEARNERS TALK ABOUT EVENTS AT HOME</th>
</tr>
</thead>
</table>
| Monday  | Engage learners to sing songs and recite familiar rhymes | - 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. | 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 | - 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 |
| Wednesday| 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." | 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 | 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.  
- Create situations for learners to use the structure. e.g. | What have we learnt today?  
Ask learners to summarize the main points in the lesson |
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Introduce drills for learners to have practice.</td>
</tr>
<tr>
<td></td>
<td>E.EXTENSIVE READING</td>
<td>Put learners into small groups to discuss given topics, using the structures</td>
</tr>
<tr>
<td></td>
<td>Use the Author’s chair to introduce the reading/library time.</td>
<td>Assessment: let learners use the simple present tense to express habitual actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
</tbody>
</table>

Vetted by: ................................................................. Signature: ........................................... Date: .................
## SUBJECT: MATHEMATICS  CLASS: TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period:</th>
<th>Lesson:</th>
</tr>
</thead>
</table>

**Strand:** NUMBER  
**Sub-strand:** Counting, Representation, Cardinality & Ordinality

**Indicator (code):** B2.1.2.1.1  
**Content standard (code):** B2.1.2.1.

**Performance Indicator:** Learners can use conceptual understanding of addition and subtraction to add, and subtract numbers to 100

**Core Competencies:** Creativity and Innovation  Communication and Collaboration  Personal Development and Leadership  Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s):** Counters

**Ref:** Mathematics curriculum  Page

### DAY

<table>
<thead>
<tr>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong> Sing songs like:</td>
<td>Add a given set of numbers in two different ways (e.g. 35 + 54 and 54 + 35 or 18 + 12 + 3 and 3 + 18 + 12) and</td>
<td>Review the lesson with Learners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ref:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics curriculum</td>
<td>Page</td>
</tr>
</tbody>
</table>
### I'm counting one, what is one

**Explaining why the order in which numbers are added does not change the sum**

**Assessment:** have learners to practice with more examples

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Sing songs like:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I'm counting one, what is one</td>
</tr>
<tr>
<td></td>
<td>Add a given set of numbers in two different ways (e.g., $35 + 54$ and $54 + 35$ or $18 + 12 + 3$ and $3 + 18 + 12$) and explaining why the order in which numbers are added does not change the sum</td>
</tr>
<tr>
<td></td>
<td>Assessment: have learners to practice with more examples</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Sing songs like:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I'm counting one, what is one</td>
</tr>
<tr>
<td></td>
<td>Explain why the difference or sum is the same as the initial number when 0 is added or subtracted from a number (e.g., why $27 + 0 = 27$ or $55 - 0 = 55$)</td>
</tr>
<tr>
<td></td>
<td>Assessment: have learners to practice with more examples</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Sing songs like:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I'm counting one, what is one</td>
</tr>
<tr>
<td></td>
<td>Explain why the difference or sum is the same as the initial number when 0 is added or subtracted from a number (e.g., why $27 + 0 = 27$ or $55 - 0 = 55$)</td>
</tr>
<tr>
<td></td>
<td>Assessment: have learners to practice with more examples</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday</th>
<th>Sing songs like:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I'm counting one, what is one</td>
</tr>
<tr>
<td></td>
<td>Explain why the difference or sum is the same as the initial number when 0 is added or subtracted from a number (e.g., why $27 + 0 = 27$ or $55 - 0 = 55$)</td>
</tr>
<tr>
<td></td>
<td>Assessment: have learners to practice with more examples</td>
</tr>
</tbody>
</table>

**Review the lesson with Learners**

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**Vetted by:** ……………………………………………………………..  **Signature:** ……………………………………  **Date:** ……………………
**SUBJECT:** SCIENCE  
**CLASS:** TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
</tr>
<tr>
<td>Period:</td>
<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand:** FORCES AND ENERGY  
**Sub-strand:** SOURCES AND FORMS OF ENERGY

**Indicator (code):** B2.4.1.1.1  
**Content standard (code):** B2.4.1.1.

**Performance Indicator:** Learners can identify everyday applications of energy.

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

<table>
<thead>
<tr>
<th>T. L .R. (s)</th>
<th>Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ref:</td>
<td>Science curriculum Page</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Monday | Engage learners to sing songs and recite familiar rhymes | • Learners perform various activities involving the use of energy, e.g. jumping, clapping, pushing objects, walking, switching on the lights etc. in the classroom.  
• Learners find out what helps them to perform the activities mentioned  
• Learners watch pictures or videos on people doing activities involving energy. e.g. a person pounding “fufu”, riding a bicycle, fetching water from a well, switching on light, playing music, etc., to reinforce the use of energy | What have we learnt today?  
Ask learners to summarize the important points of the lesson |

**Ref:** Science curriculum Page
| Thursday | Engage learners to sing songs and recite familiar rhymes | Create a poster of a person engaging in an activity that uses energy, e.g. pushing an object, a farmer weeding, fishermen paddling a boat, and display them for discussion. NB: Engage learners in more activities to demonstrate the application of energy. | What have we learnt today? Ask learners to summarize the important points of the lesson. Assessment: let learners identify everyday applications of energy |
# LESSON PLAN

**SUBJECT:** OUR WORLD OUR PEOPLE  
**CLASS:** TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

### Period: Lesson:

<table>
<thead>
<tr>
<th>Strand: ALL AROUND US</th>
<th>Sub-strand: The Environment and the Weather</th>
</tr>
</thead>
</table>

- **Indicator (code):** B2.2.1.1.1.
- **Content standard (code):** B2.2.1.1.
- **Performance Indicator:** Learners can describe ways of making the environment clean and safe

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

<table>
<thead>
<tr>
<th>T. L. R. (s)</th>
<th>Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ref:</td>
<td>Our World Our People curriculum Page</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Learners draw people who keep our communities safe e.g. the police, fire service personnel.</td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td></td>
<td>Assessment: Let learners draw people who keep our communities safe</td>
<td></td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td>Thursday</td>
<td>Engage learners to sing songs and recite</td>
<td>Learners demonstrate safe practices in the community, e.g. sweeping school compound, picking litter.</td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td>familiar rhymes</td>
<td>Assessment: Let learners describe ways of making the environment clean and safe</td>
<td>Ask learners to summarize the main points in the lesson</td>
<td></td>
</tr>
</tbody>
</table>

Vetted by: .......................................................... Signature: ........................................... Date: .........................
## SUBJECT: PHYSICAL EDUCATION  
### CLASS: TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
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<tbody>
<tr>
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<td>Date:</td>
</tr>
<tr>
<td>Period:</td>
<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand:** MOTOR SKILL AND MOVEMENT PATTERNS  
**Sub-strand:** MANIPULATIVE SKILLS

### Indicator (code)
B2.1.2.1.5:

### Content standard (code)
B2.1.2.1.

**Performance Indicator**
Learners can throw a ball to a partner using the underhand, overhand and sidearm throw pattern.

### Core Competencies:
Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

### Keywords
T. L. R. (s)
Cones.  Balls

### Ref:
PE curriculum  Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter  (preparing the brain for learning)</th>
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<tbody>
<tr>
<td></td>
<td>Phase 3: Plenary / Reflections</td>
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<td></td>
</tr>
</tbody>
</table>

**Friday**
Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance.

After warm ups pick up a ball and stand with shoulders straight. Extend the arm with the ball above the head as you step forward with the opposite leg. Swing the extended arm forward to throw the ball over the hand. Learners to practice the skill and give feedback. Use the earlier standing pattern but this time, stretch the throwing arm down and flex the trunk sideways toward the throwing arm. Swing the hand quickly and forcefully to throw the ball forward whiles extending the trunk upward and forward. Learners practice the skill, observe and give them feedback.

**What have we learnt today?**
Use answers to summarise the lesson.
| Performance and to prevent injuries | Organise a handball game for learners to experience the skill in real-life situation. End the lesson with cool down activities. |

Vetted by: ..............................  Signature: ..............................  Date: ..............................
# Lesson Plan

**Subject:** Religious and Moral Education  
**Class:** Two  

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
</tr>
</thead>
</table>

| Day : | Date : |

| Period : | Lesson : |

**Strand:** God, His Creation and Attributes  
**Sub-strand:** The Environment

**Indicator (code):** B2. 1.2.1.2  
**Content standard (code):** B2. 1.2.1.  

**Performance Indicator:** Learners can demonstrate human activities that destroy God’s creation or the environment.

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

<table>
<thead>
<tr>
<th>T. L.R. (s)</th>
<th>Pictures</th>
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**Ref:** RME curriculum Page

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<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Let learners talk about the desired environment. Assessment: let learners describe a desired environment.</td>
<td>What have we learnt today? Ask learners to summarize the main points in the lesson</td>
</tr>
</tbody>
</table>

Vetted by: ..........................................................  
Signature: ..................................................  
Date: .........................
SUBJECT: HISTORY  CLASS: TWO

<table>
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<tr>
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<tbody>
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<td>Date :</td>
</tr>
<tr>
<td>Period :</td>
<td>Lesson :</td>
</tr>
</tbody>
</table>

**Strand**: My Country Ghana  **Sub-strand**: The People Of Ghana

**Indicator (code)**: B2.2.1.1.1  
**Content standard (code)**: B2.2.1.1.

**Performance Indicator**: Learners can state the characteristics of the ethnic groups in Ghana

**Core Competencies**: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s)**: Pictures

**Ref**: History curriculum  Page

<table>
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<tr>
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<th>Phase 2: Main (new learning including assessment)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Show documentary/pictures/internet of a festival of one of the ethnic groups Discuss what the documentary entails.</td>
<td>What have we learnt today? Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td></td>
<td>What are the characteristics of the ethnic groups? What differentiates one ethnic group from the other?</td>
<td>Assessment: let learners describe a festival of one of the ethnic group</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**: Let learners describe a festival of one of the ethnic group.
| Thursday | Engage learners to sing songs and recite familiar rhymes | Show documentary/pictures/internet of a festival of one of the ethnic groups Discuss what the documentary entails. Assessment: let learners describe a festival of one of the ethnic group | What have we learnt today? Ask learners to summarize the main points in the lesson |

Vetted by: ................................................................. Signature: ........................................ Date: .................................
SUBJECT: CREATIVE ARTS  
CLASS: TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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</thead>
<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
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<tr>
<td>Period:</td>
<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand**: PERFORMING ARTS  
**Sub-strand**: Displaying and Sharing

**Indicator (code)**: B2 2.3.4.2

**Content standard (code)**: B2 2.3.4.

**Performance Indicator**: Learners can plan for a display of own performing artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities.

**Core Competencies**: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

**T. L .R. (s)**

<table>
<thead>
<tr>
<th>Ref:</th>
<th>Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts curriculum</td>
<td></td>
</tr>
</tbody>
</table>

**DAY**

<table>
<thead>
<tr>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Monday: Engage learners to sing songs and recite familiar rhymes | Learners are to:  
1. watch a short video that shows the natural and manmade environments in other parts of Ghana;  
2. select performances by considering factors such as creativity and originality;  
   Assessment: let learners write plan for a display of own performing artworks to share creative experiences | What have we learnt today?  
Ask learners to summarize the main points in the lesson |
NANA FIIFI ACQUAH

| Wednesday | Engage learners to sing songs and recite familiar rhymes | Learners are to:  
- plan the arrangement of own music, dance and drama to share ideas on the natural and manmade environments of other Ghanaian communities  
Assessment: let learners write plan for a display of own performing artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities | What have we learnt today?  
Ask learners to summarize the main points in the lesson |

**Vetted by :**  

**Signature:**  

**Date :**
# LESSON PLAN

**SUBJECT:** GHANAIAN LANGUAGE  
**CLASS:** TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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<th>Day :</th>
<th>Date :</th>
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<table>
<thead>
<tr>
<th>Period :</th>
<th>Lesson :</th>
</tr>
</thead>
</table>

**Strand:** Writing  
**Sub-strand:** Penmanship/Handwriting

**Indicator (code):** B2.3.1.1.2  
**Content standard (code):** B2.3.1.1.

**Performance Indicator:**  
- Learners should write words clearly and boldly

**Core Competencies:** Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving

**Keywords**

**T. L. R. (s):** Manila cards, markers, recorded audios visual

**Ref:** Ghanaian Language curriculum

**DAY**  
**Phase 1:** Starter (preparing the brain for learning)  
**Phase 2:** Main (new learning including assessment)  
**Phase 3:** Plenary / Reflections

<table>
<thead>
<tr>
<th>What have we learnt today?</th>
<th>Review the lesson with learners</th>
</tr>
</thead>
</table>

Engage learners to sing songs and recite familiar rhymes  
- Lead learners to say the letters of the alphabet aloud.  
- Call learners individually to say the letters of the alphabet aloud.  
- Write short words boldly on the board.  
- Lead learners to mention the words aloud.  
- Call learners individually to mention the words.  
- Assist learners to write the words boldly and clearly.
| Engage learners to sing songs and recite familiar rhymes | • Lead learners to say the letters of the alphabet aloud.  
• Call learners individually to say the letters of the alphabet aloud.  
• Write short words boldly on the board.  
• Lead learners to mention the words aloud.  
• Call learners individually to mention the words.  
• Assist learners to write the words boldly and clearly.  
| Assessment: let learners write words clearly and boldly | What have we learnt today? 

Review the lesson with learners |
## LESSON PLAN

**SUBJECT: ENGLISH LANGUAGE**

### Week Ending:  
**Day:**  
**Date:**

### Class size:

### Period:  
**Lesson:**

### Strand:

| A. Oral Language |
| B. Reading |
| C. Writing |
| D. Using Writing Conventions |
| E. Extensive Reading |

### Sub-strand:

| A. Conversation |
| B. Comprehension |
| C. Controlled Writing |
| D. Using Action Words |
| E. Building The Love and Culture of Reading |

### Indicator (code)

| B2.1.6.1.2. | B2.2.7.1.2. | B2.4.7.1.1 | B2.5.4.1.1 | B2.6.1.1.1 |

### Content standard (code)


### Performance Indicator

| A. Learners can talk about events at home |
| B. Learners can ask and answer factual and inferential questions about level-appropriate texts |
| C. Learners can write or copy correct sentences from substitution tables |
| D. Learners can use the simple present tense to express habitual actions (simple truths, interest, feelings and opinions) |
| E. Learners can read a variety of age and level-appropriate books and texts from print and non-print |

### Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

### Keywords
<table>
<thead>
<tr>
<th>T. L. R. (s)</th>
<th>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ref:</strong></td>
<td>English Language curriculum  Page</td>
</tr>
<tr>
<td><strong>DAY</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Phase 1:</strong></td>
<td>Phase 2: Main</td>
</tr>
<tr>
<td><strong>Starter:</strong></td>
<td>(new learning including assessment)</td>
</tr>
<tr>
<td><strong>Phase 2:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Phase 3:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Phase 3:</strong></td>
<td>Plenary / Reflections</td>
</tr>
<tr>
<td><strong>Monday</strong></td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
</tr>
<tr>
<td><strong>A. ORAL LANGUAGE</strong></td>
<td>• Introduce the day’s topic and show pictures of activities at home.</td>
</tr>
<tr>
<td></td>
<td>• Have learners think-pair-share the domestic activities.</td>
</tr>
<tr>
<td></td>
<td>• Have learners talk about which of the events they like most and why they like them.</td>
</tr>
<tr>
<td></td>
<td>• Have learners role-play some of the scenes.</td>
</tr>
<tr>
<td></td>
<td>E.g. People engaged in domestic chores.</td>
</tr>
<tr>
<td></td>
<td>People at table.</td>
</tr>
<tr>
<td></td>
<td>Assessment: let learners talk about events at home.</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
</tr>
<tr>
<td><strong>B. READING</strong></td>
<td>• Have learners read level-appropriate texts in pairs.</td>
</tr>
<tr>
<td></td>
<td>• Guide learners to ask and answer simple inferential questions on the texts.</td>
</tr>
<tr>
<td></td>
<td>Assessment: let learners ask and answer factual and inferential questions about level-appropriate texts</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
</tr>
<tr>
<td><strong>C. WRITING</strong></td>
<td>• Have a simple 3-4 column substitution table on the board. e.g.</td>
</tr>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>We</td>
</tr>
<tr>
<td></td>
<td>The</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td></td>
<td>• Have learners identify the words that make up the table.</td>
</tr>
<tr>
<td></td>
<td>• With an example, let learners form sentences from the substitution table.</td>
</tr>
<tr>
<td></td>
<td>• Have learners read out their sentences and write down their sentences in their books.</td>
</tr>
<tr>
<td><strong>What have we learnt today?</strong></td>
<td>Ask learners to summarize the main points in the lesson.</td>
</tr>
<tr>
<td><strong>What have we learnt today?</strong></td>
<td>Ask learners to summarize the main points in the lesson.</td>
</tr>
<tr>
<td><strong>What have we learnt today?</strong></td>
<td>Ask learners to summarize the main points in the lesson.</td>
</tr>
<tr>
<td>Day</td>
<td>Activity</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Thursday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
</tr>
<tr>
<td></td>
<td>• Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories everyday.</td>
</tr>
<tr>
<td></td>
<td>• Create situations for learners to use the structure. e.g. i. simple truths – Lemons are sour. ii. interest – I like playing football. iii. feelings – I am happy. iv. opinions – He is a good teacher.</td>
</tr>
<tr>
<td></td>
<td>• Introduce drills for learners to have practice.</td>
</tr>
<tr>
<td></td>
<td>• Put learners into small groups to discuss given topics, using the structures</td>
</tr>
<tr>
<td></td>
<td>Assessment: let learners use the simple present tense to express habitual actions</td>
</tr>
<tr>
<td>Friday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
</tr>
<tr>
<td></td>
<td>Use the Author’s chair to introduce the reading/library time.</td>
</tr>
<tr>
<td></td>
<td>• Introduce narratives, pop-up and flip-the-page texts to learners.</td>
</tr>
<tr>
<td></td>
<td>• Introduce e-books to learners, if available.</td>
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<tr>
<td></td>
<td>• For each reading session, guide learners to select books.</td>
</tr>
<tr>
<td></td>
<td>Assessment: let learners read a variety of age and level-appropriate books and texts from print</td>
</tr>
</tbody>
</table>
### LESSON PLAN

**SUBJECT: MATHEMATICS**

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
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</table>

<table>
<thead>
<tr>
<th>Period:</th>
<th>Lesson:</th>
</tr>
</thead>
</table>

**Strand: NUMBER**

**Sub-strand:** Counting, Representation, Cardinality & Ordinality

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.1.2.1.1</td>
<td>B2.1.2.1.</td>
<td>Learners can use conceptual understanding of addition and subtraction to add, and subtract numbers to 100</td>
</tr>
</tbody>
</table>

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

T. L. R. (s) Counters

**Ref:** Mathematics curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Sing songs like:</td>
<td>Match a word problem to a missing addend (e.g., $3 + 4 + _ = 57$), missing subtrahend $1$ (e.g. $27 - _ = 24$) or missing minuend $(_ - 54 = 63)$ statement</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td>Day</td>
<td>Activity Details</td>
<td>Assessment: have learners to practice with more examples</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Sing songs like: I’m counting one, what is one.</td>
<td>Review the lesson with Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create an addition or subtraction number sentence and word problem for a number up to 100 (i.e., given the solution 53, create an addition or subtraction sentence with an answer of 53 and a corresponding word problem).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Sing songs like: I’m counting one, what is one.</td>
<td>Review the lesson with Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create an addition or subtraction number sentence and word problem for a number up to 100 (i.e., given the solution 53, create an addition or subtraction sentence with an answer of 53 and a corresponding word problem).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Sing songs like: I’m counting one, what is one.</td>
<td>Review the lesson with Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create an addition or subtraction number sentence and word problem for a number up to 100 (i.e., given the solution 53, create an addition or subtraction sentence with an answer of 53 and a corresponding word problem).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Sing songs like: I’m counting one, what is one.</td>
<td>Review the lesson with Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create an addition or subtraction number sentence and word problem for a number up to 100 (i.e., given the solution 53, create an addition or subtraction sentence with an answer of 53 and a corresponding word problem).</td>
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Vetted by: .................................................................  Signature: ..................................................  Date: ..............................
SUBJECT: SCIENCE  
CLASS: TWO

Week Ending:  
Class size:

Day :  
Date :

Period :  
Lesson :

Strand : FORCES AND ENERGY  
Sub-strand : ELECTRICITY AND ELECTRONICS

Indicator (code)  B2.4.2.1.1
Content standard (code)  B2.4.2.1.
Performance Indicator  Learners can recognise the importance of safety when using electricity


Keywords

T. L. R. (s)  Pictures

Ref:  Science 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  
Learners mention electrical items they use in the home.  
• Learners view pictures of how people use electricity in the home, school and community and talk about it.  
• Teacher reinforces learners’ ideas on the safe use of electricity.  
Assessment: let learners identify how people use electricity in the home, school and community  
What have we learnt today?  
Ask learners to summarize the important points of the lesson
<table>
<thead>
<tr>
<th>Thursday</th>
<th>Engage learners to sing songs and recite familiar rhymes</th>
<th>What have we learnt today? Ask learners to summarize the important points of the lesson</th>
</tr>
</thead>
</table>
|          | • In groups, learners critique pictures of scenarios of someone using electricity in a safe or unsafe way, e.g. plugging uninsulated (naked) wires into sockets, climbing electricity pole, touching water being heated with a water heater.  
  • Teacher reinforces learners’ ideas by mentioning the safety ways of using electricity |                                      |
|          | Assessment: let learners mention the safety ways of using electricity |                                      |
**SUBJECT: OUR WORLD OUR PEOPLE**

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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<tbody>
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<th>Day:</th>
<th>Date:</th>
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<table>
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<tr>
<th>Period:</th>
<th>Lesson:</th>
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</table>

**Strand**: ALL AROUND US  
**Sub-strand**: Plants and Animals

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.2.2.1.1.</td>
<td>B2.2.2.1.</td>
</tr>
</tbody>
</table>

**Performance Indicator**: Learners can explore the important plants in the community

**Core Competencies**: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**:

- T. L. R. (s): Pictures

**Ref**: Our World Our People curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Tuesday | Engage learners to sing songs and recite familiar rhymes | Learners identify and talk about crops like cocoa, yam, maize, shea butter, etc, and talk about why they are important to the community. E.g. they give us money and food | What have we learnt today?  
Ask learners to summarize the main points in the lesson |

Learners see the real crops, watch pictures/videos of these important crops  
Learners draw and colour the important crops in their community
NANA FIIFI ACQUAH

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Engage learners to sing songs and recite familiar rhymes</th>
<th>Learners talk about caring for crop plants</th>
<th>What have we learnt today?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment: Let learners mention ways of caring for crop plants</td>
<td></td>
<td>Protect work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Learners talk to parents about taking good care of important crops</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
</tbody>
</table>

What have we learnt today?

Protect work
Learners talk to parents about taking good care of important crops
Ask learners to summarize the main points in the lesson

Vetted by: ................................................................. Signature: .................................. Date: .................................
SUBJECT: PHYSICAL EDUCATION  
CLASS: TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
</tr>
<tr>
<td>Period:</td>
<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand:** MOTOR SKILL AND MOVEMENT PATTERNS  
**Sub-strand:** MANIPULATIVE SKILLS

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.1.2.1.6</td>
<td>B2.1.2.1.6</td>
<td>Learners can catch a flying ball below the waist.</td>
</tr>
</tbody>
</table>

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

<table>
<thead>
<tr>
<th>T. L. .R. (s)</th>
<th>Ref: PE curriculum Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balls</td>
<td></td>
</tr>
</tbody>
</table>

**DAY**

<table>
<thead>
<tr>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal</td>
<td>Learners stand straight, with shoulders straight, with the foot opposite the throwing hand slightly forward after demonstration. Let learners stretch their arms and hands fully forward with fingers spread open. As the ball enters their palms, they flex their elbow joints (withdrawing it backwards) whiles catching the ball simultaneously to reduce the impact. Learners practice the skill. Observe and give them feedback. Learners progress at their own pace.</td>
<td>What have we learnt today? Use answers to summarise the lesson.</td>
</tr>
</tbody>
</table>

Friday
<table>
<thead>
<tr>
<th><strong>NANA FIIFI ACQUAH</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>performance and to prevent injuries</td>
</tr>
</tbody>
</table>

Vetted by: ...................................................... Signature: ........................................ Date: ..........................
### LESSON PLAN

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

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Day:</th>
<th>Date:</th>
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</table>

<table>
<thead>
<tr>
<th>Period:</th>
<th>Lesson:</th>
</tr>
</thead>
</table>

**Strand:** God, His Creation and Attributes  
**Sub-strand:** Purpose of God’s Creation

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.1.3.1.1</td>
<td>B2.1.3.1.1</td>
</tr>
</tbody>
</table>

**Performance Indicator:** Learners can explain the purpose of God’s creation.

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s)**

<table>
<thead>
<tr>
<th>Ref:</th>
<th>Pictures</th>
</tr>
</thead>
</table>

**Ref:** RME curriculum Page

### DAY

**Phase 1: Starter** (preparing the brain for learning)

- Engage learners to sing songs and recite familiar rhymes

**Phase 2: Main** (new learning including assessment)

- Group learners to discuss the usefulness of plants and animals to humankind
- Assessment: let learners mention the usefulness of plants and animals to humankind

**Phase 3: Plenary / Reflections**

- What have we learnt today?
- Ask learners to summarize the main points in the lesson

---

**Friday**

- Engage learners to sing songs and recite familiar rhymes
- Group learners to discuss the usefulness of plants and animals to humankind
- Assessment: let learners mention the usefulness of plants and animals to humankind

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Vetted by: .................................................................  Signature: ...........................................  Date: .........................
**Subject:** History  
**Class:** Two

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
</tr>
<tr>
<td>Period:</td>
<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand:** My Country Ghana  
**Sub-strand:** The People Of Ghana

- **Indicator (code):** B2.2.1.1.1  
- **Content standard (code):** B2.2.1.1.1  
- **Performance Indicator:** Learners can state the characteristics of the ethnic groups in Ghana

**Core Competencies:** Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving

**Keywords**

**T. L. R. (s)**: Pictures

**Ref:** History curriculum Page

**DAY**  
**Phase 1: Starter** (preparing the brain for learning)  
Engage learners to sing songs and recite familiar rhymes  
What are the characteristics of the ethnic groups? What differentiates one ethnic group from the other?

**Phase 2: Main** (new learning including assessment)  
Show documentary/pictures/internet of a festival of one of the ethnic groups  
Discuss what the documentary entails.

**Phase 3: Plenary / Reflections**  
Assessment: let learners describe a festival of one of the ethnic group  
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 documentary/pictures/internet of a festival of one of the ethnic groups  
Discuss what the documentary entails.  
Assessment: let learners describe a festival of one of the ethnic group | What have we learnt today?  
Ask learners to summarize the main points in the lesson |

Vetted by: .......................................................... Signature: .................................. Date: .........................
<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
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<td>Period:</td>
<td>Lesson:</td>
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</table>

**Strand:** VISUAL ARTS, PERFORMING ARTS  **Sub-strand:** Displaying and Sharing

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2 1.3.4.2</td>
<td>B2 2.3.5.1</td>
</tr>
<tr>
<td></td>
<td>B2 1.3.4.</td>
</tr>
</tbody>
</table>

**Performance Indicator**

- Learners can plan for a display of own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities.
- Learners can perform own artworks to share creative experiences that reflect the history and culture or way of life of people in other communities in Ghana.

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

**T. L .R. (s)**

<table>
<thead>
<tr>
<th>Ref:</th>
<th>Pictures</th>
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<tbody>
<tr>
<td>Creative Arts curriculum</td>
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</table>

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Monday | Engage learners to sing songs and recite familiar rhymes | Learners are to:  
  - plan a display of own artworks that reflect the people in other Ghanaian cultures;  
  - plan the arrangement of own artworks to share, educate and inform the public on the natural and manmade environments in other Ghanaian cultures. | What have we learnt today?  
Ask learners to summarize the main points in the lesson |
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| Assessment: let learners write plan for a display of own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities |

| Wednesday | Engage learners to sing songs and recite familiar rhymes | Learners are to:  
- watch a video or live performance of music, dance and drama of people in other parts of Ghana;  
- perform some of the music, dance and drama performed during festivals of people in those Ghanaian communities;  
- perform own music, dance and drama compositions to share ideas, educate and inform the public on the history and culture of people in other parts of Ghana. | What have we learnt today?  
Ask learners to summarize the main points in the lesson |

Assessment: let learners perform own artworks to share creative experiences that reflect the history and culture or way of life of people in other communities in Ghana

Vetted by: ..............................................................  
Signature: ......................................................  
Date: .........................
SUBJECT: GHANAIAN LANGUAGE  
CLASS: TWO

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<th>Week Ending:</th>
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<td>Day:</td>
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<td>Period:</td>
<td>Lesson:</td>
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</tbody>
</table>

**Strand**: Writing  
**Sub-strand**: Penmanship/Handwriting

**Indicator (code)**: B2.3.1.1.3  
**Content standard (code)**: B2.3.1.1.

**Performance Indicator**:
- Learners should copy simple sentences clearly and boldly.

**Core Competencies**: Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

**Keywords**
- T. L. R. (s): Manila cards, markers, recorded audios visual

**Ref**: Ghanaian Language curriculum

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
|     | Engage learners to sing songs and recite familiar rhymes | • Write simple sentences boldly on the board.  
• Lead learners to read the sentences.  
• Assist learners to write the sentences boldly and clearly | What have we learnt today? |
|     | Assessment: let learners copy simple sentences clearly and boldly. | Review the lesson with learners |
| Engage learners to sing songs and recite familiar rhymes | • Write simple sentences boldly on the board.  
• Lead learners to read the sentences.  
• Assist learners to write the sentences boldly and clearly  
Assessment: let learners copy simple sentences clearly and boldly. | What have we learnt today?  
Review the lesson with learners |
|---|---|---|
| Engage learners to sing songs and recite familiar rhymes | • Write simple sentences boldly on the board.  
• Lead learners to read the sentences.  
• Assist learners to write the sentences boldly and clearly  
Assessment: let learners copy simple sentences clearly and boldly. | What have we learnt today?  
Review the lesson with learners |

Vetted by: ---------------------------------  
Signature: ---------------------------------  
Date: ------------------
# LESSON PLAN

**SUBJECT:** ENGLISH LANGUAGE  
**CLASS:** TWO

<table>
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<th>Week Ending:</th>
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<th>Period:</th>
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## Strand:
- A. Oral Language
- B. Reading
- C. Writing
- D. Using Writing Conventions
- E. Extensive Reading

## Sub-strand:
- A. Listening Comprehension
- B. Comprehension
- C. Controlled Writing
- D. Using Adjectives
- E. Building The Love and Culture of Reading

### Indicator (code)
- B2.1.7.1.1
- B2.2.7.1.2
- B2.4.7.1.1
- B2.5.5.1.1
- B2.6.1.1.1

### Content standard (code)
- B2.1.7.1
- B2.2.7.1..
- B2.4.7.1
- B2.5.5.1..  
- B2.6.1.1.

### Performance Indicator
- A. Learners can listen to and interact actively with drama
- B. Learners can ask and answer factual and inferential questions about level-appropriate texts
- C. Learners can write or copy correct sentences from substitution tables
- D. Learners can identify and use simple sentences to describe the weather
- E. Learners can read a variety of age and level-appropriate books and texts from print and non-print

### Core Competencies:
Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving.

### Keywords
Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.
<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Monday | Engage learners to sing songs and recite familiar rhymes | **A. ORAL LANGUAGE**  
• 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 and answer simple questions based on the text.  
• After Reading  
  – Have learners retell the story.  
  • Let learners role-play the story.  
  Assessment: let learners listen to and 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**  
• 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 |
| Wednesday | Engage learners to sing songs and recite familiar rhymes | **C. WRITING**  
• Have a simple 3-4 column substitution table on the board. e.g.  

| I | Sing | School  
We | Play | Home  
The Boys | Read | the park  
|-----|-----|-----  
|-----|-----|-----  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>D. WRITING CONVENTIONS AND GRAMMAR USAGE</td>
</tr>
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<td></td>
<td>Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things, e.g: weather - It is cold. quantity – I have two pens. position or order of people and things – She is on the first row.</td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td></td>
<td>Assessment: let learners write or copy correct sentences from substitution tables</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday</th>
<th>Engage learners to sing songs and recite familiar rhymes</th>
<th>E. EXTENSIVE READING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use the Author’s chair to introduce the reading/library time.</td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td></td>
<td>• Have a variety of age and level-appropriate books for learners to make a choice.</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td></td>
<td>• Introduce narratives, pop-up and flip-the-page texts to learners.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Introduce e-books to learners, if available.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• For each reading session, guide learners to select books.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment: let learners read a variety of age and level-appropriate books and texts from print</td>
<td></td>
</tr>
</tbody>
</table>

Vetted by: ..........................  Signature: .......................... Date: ......................
**SUBJECT: MATHEMATICS**

**CLASS: TWO**

<table>
<thead>
<tr>
<th>Week Ending:</th>
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<td>Day:</td>
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<thead>
<tr>
<th>Period:</th>
<th>Lesson:</th>
</tr>
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</table>

**Strand:** NUMBER  
**Sub-strand:** Counting, Representation, Cardinality & Ordinality

**Indicator (code):** B2.1.2.2.1  
**Content standard (code):** B2.1.2.2.1  
**Performance Indicator:** Learners can use the concept of "equal to" and "not equal to" to solve addition and subtraction problems with sums up 100

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s):** Counters

**Ref:** Mathematics curriculum Page

**DAY | Phase 1: Starter (preparing the brain for learning) | Phase 2: Main (new learning including assessment) | Phase 3: Plenary / Reflections**

Monday | Sing songs like: Explaining that that’ “≠” means “not the same as” or “not equal to” | Review the lesson with Learners |
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>I’m counting one, what is one</td>
<td>Sing songs like: I’m counting one, what is one 1 - One is one alone, alone it shall be.</td>
</tr>
<tr>
<td></td>
<td>- Constructing and drawing two sets that are not equal, explaining why they are not equal and recording the relationship using the symbol ≠ (e.g., □ □ □ ≠ □ □ □); Changing two given sets, equal in size, to create sets that are not equal (e.g., change □ □ □ = □ □ □ to □ □ □ □ ≠ □ □ □), explain the changes made and why</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Determining whether two sides of a given number sentence are equal or not and using the appropriate symbol to represent the relationship (e.g., 16 ≠ 8 + 5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment: have learners to practice with more examples</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td>Wednesday</td>
<td>I’m counting one, what is one</td>
<td>Using a symbol ( ) to represent an unknown in addition/subtraction statements to 100</td>
</tr>
<tr>
<td></td>
<td>- Demonstrating an understanding of the relationship between addition and subtraction by describing a subtraction as an equivalent addition and vice versa; i.e. finding the missing addend. (For example, that subtract 40 – 28 is the same as finding the number that must be added to 28 to make 40).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment: have learners to practice with more examples</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td>Thursday</td>
<td>I’m counting one, what is one</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td>Friday</td>
<td>Sing songs like:</td>
<td></td>
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<tr>
<td>--------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I’m counting one, what is one 1 - One is one alone, alone it shall be.</td>
<td></td>
</tr>
</tbody>
</table>

Demonstrate an understanding of the relationship between addition and subtraction by describing a subtraction as an equivalent addition and vice versa; i.e. finding the missing addend. (For example, that subtract 40 – 28 is the same as finding the number that must be added to 28 to make 40).

\[
40 - 28 = \boxed{\text{What?}} \quad \text{Means} \quad 28 + \boxed{\text{What?}} = 40
\]

Or if given 40 - 28 = ___ change question to 28 + ___ = 40. The answer is 12, so 40 - 28 = 12).

Assessment: have learners to practice with more examples

Review the lesson with Learners

Vetted by: ……………………………………………………..      Signature: ……………………………………   Date : ……………………
**SUBJECT: SCIENCE**

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<thead>
<tr>
<th>Week Ending:</th>
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<td>Date:</td>
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<tr>
<td>Period:</td>
<td>Lesson:</td>
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</tbody>
</table>

**Strand:** FORCES AND ENERGY  
**Sub-strand:** ELECTRICITY AND ELECTRONICS

**Indicator (code)**  
B2.4.2.1.1

**Content standard (code)**  
B2.4.2.1.

**Performance Indicator**
Learners can recognise the importance of safety when using electricity

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

<table>
<thead>
<tr>
<th>T. L . R. (s)</th>
<th>Pictures</th>
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<tbody>
<tr>
<td>Science curriculum</td>
<td>Page</td>
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**Ref:**

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Monday | Engage learners to sing songs and recite familiar rhymes | • In groups, learners critique pictures of scenarios of someone using electricity in a safe or unsafe way, e.g. plugging uninsulated (naked) wires into sockets, climbing electricity pole, touching water being heated with a water heater.  
• Teacher reinforces learners’ ideas by mentioning the safety ways of using electricity |

Assessment: let learners mention the safety ways of using electricity

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 to know basic safety tips on electricity such as wearing of insulator (plastic/or any other material) shoes and slippers, making sure hands are dry etc., plugging sockets with the aid of insulating materials (plastic/wood etc.) rather than metals
• Enquire from learners why electrical gadgets are covered with plastics and wooden materials |

Assessment: let learners mention basic safety tips on electricity | What have we learnt today? Ask learners to summarize the important points of the lesson |
### Subject: Our World Our People

#### Strand: ALL AROUND US

### Sub-strand: Map Making and Land Marks

#### Indicator (Code)
- B2.2.3.1.1.

#### Content Standard (Code)
- B2.2.3.1.1.

#### Performance Indicator
Learners can sketch and locate things in the classroom.

#### Core Competencies:
- Creativity and Innovation
- Communication and Collaboration
- Personal Development and Leadership
- Critical Thinking and Problem Solving

#### Keywords
- T. L. R. (s)
- Pictures

#### Ref:
- Our World Our People curriculum Page

#### DAY

<table>
<thead>
<tr>
<th>Phase 1: Starter</th>
<th>Phase 2: Main</th>
<th>Phase 3: Plenary / Reflections</th>
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<tbody>
<tr>
<td>(preparing the brain for learning)</td>
<td>(new learning including assessment)</td>
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</table>

**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. Square, Rectangle, Round. (Whole-class discussion): Learners share their work for appreciation. | What have we learnt today? Ask learners to summarize the main points in the lesson |

---

**Note:** The diagram shows a square and a circle, but these should be described if present in the lesson plan.
<table>
<thead>
<tr>
<th>Thursday</th>
<th>Engagement: Engage learners to sing songs and recite familiar rhymes</th>
<th>Observe and sketch houses, school buildings and other facilities in the community.</th>
<th>What have we learnt today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note</td>
<td>Learners develop the skills of using technology tools in observing things around them as a responsible citizen e.g. using a video camera, mobile phone</td>
<td>Assessment: Let learners sketch houses, school buildings and other facilities in the community.</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
</tbody>
</table>

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# LESSON PLAN

## Subject: Physical Education  
Class: Two

<table>
<thead>
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<td>Date:</td>
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<td>Period:</td>
<td>Lesson:</td>
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</table>

**Strand:** MOTOR SKILL AND MOVEMENT PATTERNS  
**Sub-strand:** MANIPULATIVE SKILLS

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
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<tbody>
<tr>
<td>B2.1.2.1.7</td>
<td>B2.1.2.1.7</td>
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</table>

**Performance Indicator:** Learners can Kick a stationary ball using a smooth continuous running approach.

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

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**Ref:** PE curriculum Page

<table>
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<tr>
<th>DAY</th>
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<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal</td>
<td>After taking learners through warm up, place a ball at stationary position. Move back about 5m away from the ball. Run and kick the ball forward with the instep of the foot. Guide learners to practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.</td>
<td>What have we learnt today? Use answers to summarise the lesson.</td>
</tr>
</tbody>
</table>
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| performance and to prevent injuries |

Vetted by: ..........................................................  Signature: .................................  Date: ..........................
### LESSON PLAN

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

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<tr>
<td>Period:</td>
<td>Lesson:</td>
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</table>

**Strand:** God, His Creation and Attributes  
**Sub-strand:** Purpose of God’s Creation

**Indicator (code)**  
B2.1.3.1.1

**Content standard (code)**  
B2.1.3.1.

**Performance Indicator**  
Learners can explain the purpose of God’s creation.

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

**Keywords**

<table>
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**Ref:**  
RME curriculum  
Page

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<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>

**Friday**  
- Engage learners to sing songs and recite familiar rhymes
- Let learners identify the uses of animals and plants.

**Assessment:**  
- Assessment: let learners identify the uses of animals and plants.

**What have we learnt today?**
- Ask learners to summarize the main points in the lesson

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**Vetted by:** .................................................................  
**Signature:** ......................................................  
**Date:** ...........................................
SUBJECT: HISTORY  CLASS: TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
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<td>Day:</td>
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<tr>
<th>Period:</th>
<th>Lesson:</th>
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</table>

**Strand**: My Country Ghana  **Sub-strand**: The People Of Ghana

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>B2.2.1.1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content standard (code)</td>
<td>B2.2.1.1.</td>
</tr>
</tbody>
</table>

**Performance Indicator**: Learners can state the characteristics of the ethnic groups in Ghana

**Core Competencies**: Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

**Keywords**

<table>
<thead>
<tr>
<th>T. L. R. (s)</th>
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<tr>
<th>Ref:</th>
<th>History curriculum Page</th>
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**DAY**

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Show documentary/pictures/internet of a festival of one of the ethnic groups Discuss what the documentary entails.</td>
<td>What have we learnt today? Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td></td>
<td>What are the characteristics of the ethnic groups? What differentiates one ethnic group from the other?</td>
<td>Assessment: let learners describe a festival of one of the ethnic group</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Show documentary/pictures/internet of a festival of one of the ethnic groups</td>
<td>What have we learnt today?</td>
</tr>
</tbody>
</table>
| NANA FIIFI ACQUAH | Discuss what the documentary entails.  
Assessment: let learners describe a festival of one of the ethnic group | Ask learners to summarize the main points in the lesson |

Vetted by: ......................................................  Signature: .............................................  Date: .................................
### LESSON PLAN

**Subject:** Creative Arts  
**Class:** Two

<table>
<thead>
<tr>
<th>Week Ending</th>
<th>Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
</tr>
<tr>
<td>Period:</td>
<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand:** Visual Arts  
**Sub-strand:** Displaying and Sharing  
Appreciating and Appraising

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2 1.3.5.1</td>
<td>B2 2.4.7.2</td>
</tr>
</tbody>
</table>

**Performance Indicator**
- Learners can display own visual artworks to share creative experiences that reflect the history and culture or way of life of people in other Ghanaian communities.
- Learners can report own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved.

**Core Competencies:** Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving.

**Keywords**
- T. L .R. (s): Pictures

**Ref:** Creative Arts curriculum

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Monday | Engage learners to sing songs and recite familiar rhymes | Learners are to:  
Display portfolio of own visual artworks to educate and inform the public on artworks that reflect the history and culture of people in other parts of Ghana. | What have we learnt today?  
Ask learners to summarize the main points in the lesson |
<table>
<thead>
<tr>
<th>Assessment: let learners display own visual artworks to share creative experiences that reflect the history and culture or way of life of people in other Ghanaian communities</th>
</tr>
</thead>
</table>
| Wednesday | Engage learners to sing songs and recite familiar rhymes | Learners are to:  
- display (real/photographs/video) selected own and others’ displayed performing artworks  
- talk about the works dispassionately using agreed guidelines;  
- use the outcome of the appreciation/appraisal to modify the performance or to present similar or different music, dance and drama artworks.  
Suggested Process/Steps  
- talk about, appreciate and appraise own and/or others’ compositions and performances using the guidelines above dispassionately;  
- use the outcome of the appreciation/appraisal to modify the product or to produce a similar or different composition or performance;  
- record/document the activity and share using a platform accepted social media by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp); |
| What have we learnt today? | Ask learners to summarize the main points in the lesson |

Vetted by: ..........................................................  
Signature: ..................................................  
Date: .........................
# LESSON PLAN

**SUBJECT:** GHANAIAN LANGUAGE  
**CLASS:** TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
</tr>
<tr>
<td>Period:</td>
<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand:** Writing Conventions / Usage  
**Sub-strand:** Integrating Grammar in Written Language (Capitalization)

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.5.1.1.1</td>
<td>B2.5.1.1.</td>
<td>Learners should write proper nouns with capital letters.</td>
</tr>
<tr>
<td>B2.5.1.1.2</td>
<td>B2.5.1.1.2</td>
<td>Learners should use capital letters to start sentences</td>
</tr>
<tr>
<td>B2.5.1.1.3</td>
<td>B2.5.1.1.3</td>
<td>Learner’s should use capital letters after full stops.</td>
</tr>
</tbody>
</table>

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**
- Manila cards, markers, recorded audios

**T. L. R. (s)**

| Ref: Ghanaian Language curriculum |

**Ref:**

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter  (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Engage learners to sing songs and recite familiar rhymes | - Let learners say the letters of the alphabet as a group.  
- Call individual learners to say the letters of the alphabet.  
- Write names of persons and places on manila card in capital letters.  
- Lead learners to read the names and discuss the names with them.  |
<p>|             | What have we learnt today?                          |                                                  |                                |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call learners to read the names on their own.</td>
<td>Review the lesson with learners</td>
</tr>
<tr>
<td>Let learners use capital letters to write the proper nouns.</td>
<td></td>
</tr>
<tr>
<td>Assessment: let learners write proper nouns with capital letters</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Review the lesson with learners</td>
</tr>
<tr>
<td>• Revise the lesson on the letters of the alphabet with learners.</td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td>• Write simple sentences on the board and ask learners to recognise the first letter in every sentence.</td>
<td></td>
</tr>
<tr>
<td>• Lead learners to read the simple sentences aloud.</td>
<td></td>
</tr>
<tr>
<td>• Call individual learners to read the sentences.</td>
<td></td>
</tr>
<tr>
<td>• Let learners write the sentences making sure that each sentence is started with a capital letter.</td>
<td></td>
</tr>
<tr>
<td>Assessment: let learners use capital letters to start sentences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Review the lesson with learners</td>
</tr>
<tr>
<td>• Revise the lesson on the letters of the alphabet with learners.</td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td>• Write simple sentences on the board and ask learners to recognise the first letter in each sentence.</td>
<td></td>
</tr>
<tr>
<td>• Lead learners to read the simple sentences aloud.</td>
<td></td>
</tr>
<tr>
<td>• Call individual learners to read the sentences.</td>
<td></td>
</tr>
<tr>
<td>• Let learners write the sentences making sure that each sentence is dotted at the end, and another started with a capital letter.</td>
<td></td>
</tr>
<tr>
<td>Assessment: let learners use capital letters after full stops.</td>
<td></td>
</tr>
</tbody>
</table>
### LESSON PLAN

**SUBJECT:** ENGLISH LANGUAGE  
**CLASS:** TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day :</td>
<td>Date :</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period :</th>
<th>Lesson :</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Strand :</th>
<th>Sub-strand :</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Oral Language</td>
<td>A. Listening Comprehension</td>
</tr>
<tr>
<td>B. Reading</td>
<td>B. Comprehension</td>
</tr>
<tr>
<td>C. Writing</td>
<td>C. Controlled Writing</td>
</tr>
<tr>
<td>D. Using Writing Conventions</td>
<td>D. Using Adjectives</td>
</tr>
<tr>
<td>E. Extensive Reading</td>
<td>E. Building The Love and Culture of Reading</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.1.7.1.2</td>
<td>B2.1.7.1.</td>
</tr>
<tr>
<td>B2.2.7.1.3</td>
<td>B2.2.7.1.</td>
</tr>
<tr>
<td>B2.4.7.1.1</td>
<td>B2.4.7.1.</td>
</tr>
<tr>
<td>B2.5.5.1.1</td>
<td>B2.5.5.1.</td>
</tr>
<tr>
<td>B2.6.1.1.1</td>
<td>B2.6.1.1.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Learners can recognise and relate the sequence of events (beginning, middle and end) in drama</td>
</tr>
<tr>
<td>B. Learners can retell level-appropriate texts in own words</td>
</tr>
<tr>
<td>C. Learners can write or copy correct sentences from substitution tables</td>
</tr>
<tr>
<td>D. Learners can identify and use simple sentences to describe the weather</td>
</tr>
<tr>
<td>E. Learners can read a variety of age and level-appropriate books and texts from print and non-print</td>
</tr>
</tbody>
</table>

**Core Competencies:** Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s)**

Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.
<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter</th>
<th>Phase 2: Main</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(preparing the brain for learning)</td>
<td>(new learning including assessment)</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>A. ORAL LANGUAGE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read a narrative text aloud to learners, following the procedure in B2.1.6.1.2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Put learners in groups to identify and talk about the parts of the drama (beginning, middle and ending).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment: let learners identify sequence of events (beginning, middle and end) in drama</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>B. READING</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Revise some previous stories told.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have learners retell a story using simple herring-bone strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment: let learners retell level-appropriate texts in own words</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>C. WRITING</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have a simple 3-4 column substitution table on the board, e.g.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="https://via.placeholder.com/150" alt="Table" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have learners identify the words that make up the table.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• With an example, let learners form sentences from the substitution table.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have learners read out their sentences and write down their sentences in their books</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment: let learners write or copy correct sentences from substitution tables</td>
<td></td>
</tr>
</tbody>
</table>

**Monday**

**Engage learners to sing songs and recite familiar rhymes**

**A. ORAL LANGUAGE**

- Read a narrative text aloud to learners, following the procedure in B2.1.6.1.2.
- Put learners in groups to identify and talk about the parts of the drama (beginning, middle and ending).

**Assessment:** let learners identify sequence of events (beginning, middle and end) in drama.

**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.

**Wednesday**

**Engage learners to sing songs and recite familiar rhymes**

**C. WRITING**

- Have a simple 3-4 column substitution table on the board, e.g.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Sing</td>
<td>at</td>
</tr>
<tr>
<td>We</td>
<td>Play</td>
<td>School</td>
</tr>
<tr>
<td>The</td>
<td>Read</td>
<td>Home</td>
</tr>
<tr>
<td>Boys</td>
<td></td>
<td>the park</td>
</tr>
</tbody>
</table>

- 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 write or copy correct sentences from substitution tables.
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| Thursday| **Engage learners to sing songs and recite familiar rhymes**              | **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, e.g:  
weather - It is cold.  
quantity – I have two pens.  
position or order of people and things – She is on the first row.  
Assessment: let learners use simple sentences to describe the weather |
| Friday  | **Engage learners to sing songs and recite familiar rhymes**              | **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-appropriate books and texts from print |

Vetted by: ................................................................. Signature: ........................................ Date: ..............................
<table>
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<tr>
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<th>Class size:</th>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period :</th>
<th>Lesson :</th>
</tr>
</thead>
</table>

**Strand** : NUMBER  
**Sub-strand** : Counting, Representation, Cardinality & Ordinality

**Indicator (code)**  B2.1.2.3.1  
**Content standard (code)**  B2.1.2.3.  
**Performance Indicator**  Learners can use mental strategies for basic addition facts to 19 and related subtraction facts to 19

**Core Competencies**: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**  
T. L. R. (s)  Counters

**Ref:**  Mathematics curriculum  Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
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<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Sing songs like:</td>
<td>Demonstrate fluency with addition and subtraction-related relationships by:</td>
<td>Review the lesson with Learners</td>
</tr>
</tbody>
</table>


### I'm counting one, what is one

- Quickly naming numbers that are 1, 2, or 10 more or less than a number between 1 and 100, or 5 more than a number that is a multiple of 5

**Assessment:** have learners to practice with more examples

| Tuesday | Sing songs like:  
I'm counting one, what is one. |  
. Demonstrate fluency with addition and subtraction-related relationships by:  
• Quickly naming numbers that are 1, 2, or 10 more or less than a number between 1 and 100, or 5 more than a number that is a multiple of 5  

**Assessment:** have learners to practice with more examples | Review the lesson with Learners |
|---|---|---|---|
| Wednesday | Sing songs like:  
I'm counting one, what is one |  
. Demonstrate fluency with addition and subtraction-related relationships by:  
• Quickly identifying the double of a number between 1 and 12  

**Assessment:** have learners to practice with more examples | Review the lesson with Learners |
| Thursday | Sing songs like:  
I'm counting one, what is one |  
. Demonstrate fluency with addition and subtraction-related relationships by:  
• Quickly identifying the double of a number between 1 and 12  

**Assessment:** have learners to practice with more examples | Review the lesson with Learners |
| Friday | Sing songs like:  
I'm counting one, what is one |  
. Demonstrate fluency with addition and subtraction-related relationships by:  
• Quickly identifying the double of a number between 1 and 12  

**Assessment:** have learners to practice with more examples | Review the lesson with Learners |

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Vetted by: .........................................................Signature: ........................................Date: .........................
### SUBJECT: SCIENCE  
### CLASS: TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day :</th>
<th>Date :</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Period :</th>
<th>Lesson :</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strand:** FORCES AND ENERGY  
**Sub-strand:** FORCES AND MOVEMENT

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.4.3.1.1</td>
<td>B2.4.3.1.</td>
<td>Learners can discover the effects of forces on objects</td>
</tr>
</tbody>
</table>

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

<table>
<thead>
<tr>
<th>T. L. R. (s)</th>
<th>Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**Ref:** Science curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Monday | Engage learners to sing songs and recite familiar rhymes | • Provide different scenarios to let learners know that forces cause objects to move or stop, e.g. kicking a ball, pushing a chair or pulling a rope, etc.  
• Learners engaged to do the following activities: scrambling of paper and metal foils, pushing objects in the classroom, squeezing empty plastic bottles etc.  
• Learners talk about the activities they performed. | What have we learnt today?  
Ask learners to summarize the important points of the lesson |

Assessment: let learners mention the effects of forces on objects
<table>
<thead>
<tr>
<th>Thursday</th>
<th>Engage learners to sing songs and recite familiar rhymes</th>
<th>What have we learnt today?</th>
<th>Ask learners to summarize the important points of the lesson</th>
</tr>
</thead>
</table>
|          | • Learners engaged to do the following activities: scrambling of paper and metal foils, pushing objects in the classroom, squeezing empty plastic bottles etc.  
• Learners talk about the activities they performed.  
• Emphasise the effects of forces on objects, e.g. changing shape, making it move, changing the direction of movement and reducing the speed of a moving object. |                          | What have we learnt today?  
Ask learners to summarize the important points of the lesson |
|          | Assessment: let learners mention the effects of forces on objects |                          | What have we learnt today?  
Ask learners to summarize the important points of the lesson |
# LESSON PLAN

**SUBJECT:** OUR WORLD OUR PEOPLE  
**CLASS:** TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
</tr>
<tr>
<td>Period:</td>
<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand:** ALL AROUND US  
**Sub-strand:** Population and Settlement

**Indicator (code):** B2.2.4.1. 1.  
**Content standard (code):** B2.2.4.1.

**Performance Indicator:** Learners can explain the need to accept and adapt to a change in the total number of people, as a responsible citizen.

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s):** Pictures

**Ref:** Our World Our People curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Tuesday | Engage learners to sing songs and recite familiar rhymes | Learners role play problems of a large family size. Assessment: Let learner’s mention the problems of a large family size. | What have we learnt today?  
Ask learners to summarize the main points in the lesson |
<p>| Thursday | Engage learners to sing songs | Represent the number of family members in your house with a bar chart. | What have we learnt today? |</p>
<table>
<thead>
<tr>
<th>NANA FIIFI ACQUAH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>and recite familiar rhymes</strong> Explain what happens to the class size when a new learner joins or leaves your class. 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</td>
</tr>
<tr>
<td><strong>Assessment:</strong> Let learners explain the need to accept and adapt to a change in the total number of people, as a responsible citizen</td>
</tr>
<tr>
<td><strong>Ask learners to summarize the main points in the lesson</strong></td>
</tr>
</tbody>
</table>

Vetted by: ................................................................. Signature: ........................................ Date: .........................
## LESSON PLAN

### Subject: Physical Education  
**Class:** Two

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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</thead>
<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
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<tr>
<td>Period:</td>
<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand:** Motor Skill and Movement Patterns  
**Sub-strand:** Manipulative Skills

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.1.2.1.8</td>
<td>B2.1.2.1.</td>
<td>Learners can hand-dribble by controlling a ball for a sustained period</td>
</tr>
</tbody>
</table>

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

### Keywords
- T. L. R. (s): Balls

**Ref:** PE curriculum Page

### Day

<table>
<thead>
<tr>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday</strong></td>
<td>Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries</td>
<td>What have we learnt today? Use answers to summarise the lesson.</td>
</tr>
<tr>
<td>Learners bounce ball continuously on the spot or while moving for a sustained period after warm up. Observe learners as they practice and give them support and feedback. Allow individuals to progress at his or her own pace. Organise a mini handball or basketball game. End lesson with cool down activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Vetted by:**  
**Signature:**  
**Date:**
SUBJECT: RELIGIOUS AND MORAL EDUCATION

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
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<tr>
<td>Period:</td>
<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand**: God, His Creation and Attributes  
**Sub-strand**: Purpose of God’s Creation

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.1.3.1.1</td>
<td>B2.1.3.1.1</td>
</tr>
</tbody>
</table>

**Performance Indicator**: Learners can explain the purpose of God’s creation.

**Core Competencies**: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**: T. L. R. (s) Pictures

Ref: RME curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Let learners draw and colour useful plants and animals.</td>
<td>What have we learnt today? Ask learners to summarize the main points in the lesson</td>
</tr>
</tbody>
</table>

Vetted by: ............................................................... Signature: ........................................ Date: .........................
## LESSON PLAN

**SUBJECT:** HISTORY  
**CLASS:** TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
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<tr>
<td>Day :</td>
<td>Date :</td>
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<tr>
<td>Period :</td>
<td>Lesson :</td>
</tr>
</tbody>
</table>

**Strand:** My Country Ghana  
**Sub-strand:** The People Of Ghana

**Indicator (code):** B2.2.1.1.1  
**Content standard (code):** B2.2.1.1.

**Performance Indicator:** Learners can state the characteristics of the ethnic groups in Ghana

**Core Competencies:** Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving.

### Keywords

- Pictures

**T. L. R. (s):**

**Ref:** History curriculum Page

### DAY

<table>
<thead>
<tr>
<th>Day</th>
<th>Phase 1:</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| **Tuesday** | Engage learners to sing songs and recite familiar rhymes  
What are the characteristics of the ethnic groups? What differentiates one ethnic group from the other? | Show documentary/pictures/internet of a festival of one of the ethnic groups  
Discuss what the documentary entails.  
Assessment: let learners describe a festival of one of the ethnic group | 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 documentary/pictures/internet of a festival of one of the ethnic groups  
Discuss what the documentary entails. | What have we learnt today? |
<table>
<thead>
<tr>
<th>Voted by: ..................................................................................</th>
<th>Signature: ........................................</th>
<th>Date: .........................</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment: let learners describe a festival of one of the ethnic group</td>
<td>Ask learners to summarize the main points in the lesson</td>
<td></td>
</tr>
</tbody>
</table>
## Lesson Plan

**Subject:** Creative Arts  
**Class:** Two

<table>
<thead>
<tr>
<th>Week Ending</th>
<th>Class size</th>
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<tbody>
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<th>Day</th>
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</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Lesson</th>
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</thead>
<tbody>
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</tbody>
</table>

**Strand:** Visual Arts, Performing Arts  
**Sub-strand:** Appreciating and Appraising

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2 1.4.6.2</td>
<td>B2 2.4.6.2</td>
</tr>
</tbody>
</table>

### Core Competencies

Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving

### Keywords

T. L. R. (s)

<table>
<thead>
<tr>
<th>Pictures</th>
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</thead>
</table>

### Ref:

Creative Arts curriculum

<table>
<thead>
<tr>
<th>Day</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
|     | Engage learners to sing songs and recite familiar rhymes | Learners are to:  
- agree on guidelines for deducing the meaning of each artwork displayed;  
- discuss how to use the guidelines to express the meaning of each displayed artwork. | What have we learnt today?  
Ask learners to summarize the main points in the lesson |

### Monday

- What have we learnt today?
- Ask learners to summarize the main points in the lesson
<table>
<thead>
<tr>
<th>Suggested Process/Steps</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. discuss and accept a guide for appreciating and appraising own and/or others’ visual artworks based on the guidelines suggested above;</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
</tr>
<tr>
<td>2. identify the correct vocabulary to use for appreciating and appraising artworks</td>
<td>Learners are to:</td>
</tr>
<tr>
<td>3. agree on what to use the appraisal report for and how to share it;</td>
<td>1. agree on guidelines for deducing the meaning of each artwork displayed;</td>
</tr>
<tr>
<td>4. agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</td>
<td></td>
</tr>
<tr>
<td>5. fix a day/date for the appreciation/appraisal/jury</td>
<td>2. discuss how to use the guidelines to express the meaning of each displayed artwork</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: let learners write guidelines for assessing and deriving meaning from own and others’ displayed visual artworks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>What have we learnt today?</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td></td>
<td>Assessment: let learners write guidelines for assessing and deriving meaning from own and others’ performing artworks as representations of artworks produced or found in other Ghanaian communities</td>
</tr>
</tbody>
</table>
**SUBJECT: GHANAIAN LANGUAGE**  
**CLASS: TWO**

<table>
<thead>
<tr>
<th>Week Ending:</th>
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<tbody>
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<td>Day :</td>
<td>Date :</td>
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<tr>
<td>Period :</td>
<td>Lesson :</td>
</tr>
</tbody>
</table>

**Strand:**  
Writing Conventions / Usage

**Sub-strand:**  
- Integrating Grammar in Written Language (Punctuation)  
- Integrating Grammar in Written Language (Use of Action Words)

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
<th>Performance Indicator</th>
</tr>
</thead>
</table>
| B2.5.2.1.1.      | B2.5.3.1.1              | Learners should know what the full stop and the comma are.  
| B2.5.2.1.        | B2.5.3.1.               | Learners should write two-letter present tense action words  |

**Core Competencies:**  
Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving.

**Keywords**  
T. L. R. (s)  
Manila cards, markers, recorded audios visual

**Ref:**  
Ghanaian Language curriculum

---

**DAY**  
**Phase 1:** Starter (preparing the brain for learning)  
**Phase 2:** Main (new learning including assessment)  
**Phase 3:** Plenary / Reflections

Engage learners to sing songs and recite familiar rhymes  
- Let learners demonstrate the morning greeting.  
- Write simple sentences that are well punctuated on a card (the sentence should have full stops and comma).  
- Lead learners to read the sentences aloud.  
- Call learners to read aloud the sentences individually.  
- Discus what a full stop is with learners.  

What have we learnt today?
<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructions</th>
<th>Assessment</th>
<th>Review the lesson with learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss what a comma is with learners.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assist learners to tell what full stop and commas are.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: let learners punctuate simple sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review the lesson with learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>• Give a command for learners to respond.</td>
<td></td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td></td>
<td>• Call learners in pairs to demonstrate a command and its response.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Write two-letter present tense action words on the board.</td>
<td></td>
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<tr>
<td></td>
<td>• Lead learners to read the words.</td>
<td></td>
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<td></td>
<td>• Let learners read the action words as a group.</td>
<td></td>
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<tr>
<td></td>
<td>• Let learners read the action words one after the other.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Demonstrate the action words with the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Let learners write two-letter present tense action words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: let learners write two-letter present tense action words</td>
<td></td>
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</tr>
<tr>
<td>What have we learnt today?</td>
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<td></td>
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</tr>
<tr>
<td>Review the lesson with learners</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>• Give a command for learners to respond.</td>
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<td></td>
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<td>• Demonstrate the action words with the class.</td>
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<tr>
<td></td>
<td>• Let learners write two-letter present tense action words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: let learners write two-letter present tense action words</td>
<td></td>
<td></td>
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<tr>
<td>Veted by :.................................  Signature: .................................................  Date : ..................</td>
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</tbody>
</table>
TERM ONE
BASIC TWO
WEEK 12
# LESSON PLAN

**SUBJECT:** ENGLISH LANGUAGE  
**CLASS:** TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
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<table>
<thead>
<tr>
<th>Period:</th>
<th>Lesson:</th>
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</thead>
</table>

**Strand:**  
A. Oral Language  
B. Reading  
C. Writing  
D. Using Writing Conventions  
E. Extensive Reading

**Sub-strand:**  
A. Listening Comprehension  
B. Comprehension  
C. Controlled Writing  
D. Using Adjectives  
E. Building The Love and Culture of Reading

**Indicator (code):**  
B2.1.7.1.2  
B2.2.7.1.3  
B2.4.7.1.1  
B2.5.5.1.1  
B2.6.1.1.1

**Content standard (code):**  
B2.1.7.1.  
B2.2.7.1..  
B2.4.7.1.  
B2.5.5.1..  
B2.6.1.1.

**Performance Indicator:**  
A. Learners can recognise and relate the sequence of events (beginning, middle and end) in drama  
B. Learners can retell level-appropriate texts in own words  
C. Learners can Write or copy correct sentences from substitution tables  
D. Learners can identify and use simple sentences to describe the weather  
E. Learners can read a variety of age and level-appropriate books and texts from print and non-print

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s)**  
Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.
<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Monday | Engage learners to sing songs and recite familiar rhymes | A. ORAL LANGUAGE  
- Read a narrative text aloud to learners, following the procedure in B2.1.6.1.2.  
- Put learners in groups to identify and talk about the parts of the drama (beginning, middle and ending).  
Assessment: let learners identify sequence of events (beginning, middle and end) in 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 |
| Wednesday | Engage learners to sing songs and recite familiar rhymes | C. WRITING  
- Have a simple 3-4 column substitution table on the board. e.g.  
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<table>
<thead>
<tr>
<th>Thursday</th>
<th>Engage learners to sing songs and recite familiar rhymes</th>
<th>D. WRITING CONVENTIONS AND GRAMMAR USAGE</th>
<th>What have we learnt today?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things, e.g: weather - It is cold. quantity – I have two pens. position or order of people and things – She is on the first row.</td>
<td>Assessment: let learners use simple sentences to describe the weather</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday</th>
<th>Engage learners to sing songs and recite familiar rhymes</th>
<th>E. EXTENSIVE READING</th>
<th>What have we learnt today?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td>Assessment: let learners read a variety of age and level-appropriate books and texts from print</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td>Week Ending:</td>
<td>Class size:</td>
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<tr>
<td>Period:</td>
<td>Lesson:</td>
<td></td>
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</tbody>
</table>

**Strand**: NUMBER  
**Sub-strand**: Counting, Representation, Cardinality & Ordinality

**Indicator (code)**: B2.1.2.3.1  
**Content standard (code)**: B2.1.2.3.

**Performance Indicator**: Learners can use mental strategies for basic addition facts to 19 and related subtraction facts to 19.

**Core Competencies**: Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

**Keywords**: T. L. R. (s) Counters

**Ref**: Mathematics curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Sing songs like:</td>
<td>E.g. 1. Demonstrate fluency with addition and subtraction-related relationships by:</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td>Day</td>
<td>Sing songs like:</td>
<td>Other strategies to use when adding</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------</td>
<td>-------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Tuesday</td>
<td>I’m counting one, what is one</td>
<td>E.g. 1. Demonstrate fluency with addition and subtraction-related relationships by:</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td></td>
<td>I’m counting one, what is one</td>
<td>• Quickly naming numbers that are 1, 2, or 10 more or less than a number between 1 and 100, or 5 more than a number that is a multiple of 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 - One is one alone, alone it shall be.</td>
<td>• Quickly naming numbers that are 1, 2, or 10 more or less than a number between 1 and 100, or 5 more than a number that is a multiple of 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E.g. 1.</td>
<td>• Quickly Identifying the double of a number between 1 and 12</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Add and subtract combinations to 10 quickly and accurately</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment: have learners to practice</td>
<td>Assessment: have learners to practice with more examples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with more examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Sing songs like:</td>
<td>Other strategies to use when adding</td>
<td>Review the lesson with Learners</td>
</tr>
<tr>
<td></td>
<td>I’m counting one, what is one</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 - One is one alone, alone it shall be.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some strategies to use when subtracting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- counting down (i.e., for 15 - 3, start at the big number, 15, and count on 3 places... 14, 13, 12. The answer is 12.) turning a subtraction into an addition, because additions are often easier (e.g., 7 - 3 = __ can be rephrased as 3 + ___ = 7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td><strong>Sing songs like:</strong></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m counting one, what is one</td>
<td>Some strategies to use when subtracting counting down (i.e., for 15 - 3, start at the big number, 15, and count on 3 places... 14, 13, 12. The answer is 12.) turning a subtraction into an addition, because additions are often easier (e.g., 7 - 3 = __ can be rephrased as 3 + __ = 7)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment:** have learners to practice with more examples

<table>
<thead>
<tr>
<th><strong>Review the lesson with Learners</strong></th>
<th><strong>Vetted by:</strong></th>
<th><strong>Signature:</strong></th>
<th><strong>Date:</strong></th>
</tr>
</thead>
</table>

**Assessment:** have learners to practice with more examples
**SUBJECT: SCIENCE**

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
</tr>
<tr>
<td>Period:</td>
<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand:** FORCES AND ENERGY  
**Sub-strand:** FORCES AND MOVEMENT

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.4.3.1.1</td>
<td>B2.4.3.1.</td>
<td>Learners can discover the effects of forces on objects</td>
</tr>
</tbody>
</table>

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

- T. L. R. (s)
- Pictures

**Ref:** Science curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Monday | Engage learners to sing songs and recite familiar rhymes | • Provide different scenarios to let learners know that forces cause objects to move or stop, e.g. kicking a ball, pushing a chair or pulling a rope, etc.  
• Learners engaged to do the following activities: scrambling of paper and metal foils, pushing objects in the classroom, squeezing empty plastic bottles etc.  
• Learners talk about the activities they performed. | What have we learnt today?  
Ask learners to summarize the important points of the lesson |

**Assessment:** Let learners mention the effects of forces on objects
<table>
<thead>
<tr>
<th>Thursday</th>
<th>Engage learners to sing songs and recite familiar rhymes</th>
<th>What have we learnt today?</th>
</tr>
</thead>
</table>
|               | • Learners engaged to do the following activities: scrambling of paper and metal foils, pushing objects in the classroom, squeezing empty plastic bottles etc.  
  • Learners talk about the activities they performed.  
  • Emphasise the effects of forces on objects, e.g. changing shape, making it move, changing the direction of movement and reducing the speed of a moving object.  
  Assessment: let learners mention the effects of forces on objects | Ask learners to summarize the important points of the lesson |

Vetted by: ...................................................... Signature: ........................................ Date: ..................
**Lesson Plan**

**Subject:** OUR WORLD OUR PEOPLE  
**Class:** TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
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<tr>
<td>Period:</td>
<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand:** ALL AROUND US  
**Sub-strand:** Population and Settlement

**Indicator (code):** B2.2.4.1.1  
**Content standard (code):** B2.2.4.1

**Performance Indicator:** Learners can explain the need to accept and adapt to a change in the total number of people, as a responsible citizen.

**Core Competencies:** Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s):** Pictures

**Ref:** Our World Our People curriculum Page

<table>
<thead>
<tr>
<th>DAY</th>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Tuesday | 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 mention the skills needed to accept and adjust to a change in the total number of people in a place, | What have we learnt today?  
Ask learners to summarize the main points in the lesson |
<p>| Thursday | Engage learners to sing songs and recite | 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. | What have we learnt today? |</p>
<table>
<thead>
<tr>
<th>familiar rhymes</th>
<th>Assessment: Let learners mention the skills needed to accept and adjust to a change in the total number of people in a place,</th>
<th>Ask learners to summarize the main points in the lesson</th>
</tr>
</thead>
</table>

Vetted by: ..............................................................  Signature: ............................................  Date: .........................
## LESSON PLAN

**SUBJECT:** PHYSICAL EDUCATION  
**CLASS:** TWO

<table>
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<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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<th>Day :</th>
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<tr>
<th>Period :</th>
<th>Lesson :</th>
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<table>
<thead>
<tr>
<th>Strand : MOTOR SKILL AND MOVEMENT PATTERNS</th>
<th>Sub-strand : MANIPULATIVE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator (code)</td>
<td>B2.1.2.1.9</td>
</tr>
<tr>
<td>Content standard (code)</td>
<td>B2.1.2.1.</td>
</tr>
<tr>
<td>Performance Indicator</td>
<td>Learners can demonstrate the different effects of varying arm and hand speeds when hand-dribbling a ball.</td>
</tr>
</tbody>
</table>

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

**Keywords**

<table>
<thead>
<tr>
<th>T. L. R. (s)</th>
<th>Balls</th>
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<thead>
<tr>
<th>Ref:</th>
<th>PE curriculum</th>
<th>Page</th>
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**DAY**

<table>
<thead>
<tr>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal</td>
<td>Learners go through the warm up activities. Learners bounce balls (dribble) from one point to the other with varying speed. Help learners to understand that varying the arms and hands speed enables the players to control their movement. Observe learners practice and give them corrective feedback for improvement. Organise a mini handball or basketball game for learners to apply the skill in a real-life situation with fun and enjoyment. End lesson with slow jogging to aid fast recovery</td>
<td></td>
</tr>
</tbody>
</table>

**Friday**

<table>
<thead>
<tr>
<th>What have we learnt today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use answers to summarise the lesson.</td>
</tr>
</tbody>
</table>

**Ref:** PE curriculum  
**Page:**
NANA FIIFI ACQUAH

performan
c
ce and to
prevent
injuries

Vetted by: .............................................................. Signature: ........................................ Date: .........................
### LESSON PLAN

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

<table>
<thead>
<tr>
<th>Week Ending:</th>
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<td>Day:</td>
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<td>Period:</td>
<td>Lesson:</td>
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</table>

**Strand:** God, His Creation and Attributes  
**Sub-strand:** Purpose of God’s Creation

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.1.3.1.1</td>
<td>B2.1.3.1.1</td>
</tr>
</tbody>
</table>

**Performance Indicator:** Learners can explain the purpose of God’s creation.

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s)**

<table>
<thead>
<tr>
<th>Ref:</th>
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<tbody>
<tr>
<td>RME curriculum Page</td>
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**DAY**

<table>
<thead>
<tr>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Let learners draw and colour useful plants and animals.</td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Assessment: let learners draw and colour useful plants and animals</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
</tbody>
</table>

**Vetted by:** .........................................................  
**Signature:** .....................................................  
**Date:** .........................................................
# LESSON PLAN

**SUBJECT:** HISTORY  
**CLASS:** TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
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<tbody>
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<tr>
<th>Period:</th>
<th>Lesson:</th>
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</table>

**Strand:** My Country Ghana  
**Sub-strand:** The People Of Ghana

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>B2.2.1.1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content standard (code)</td>
<td>B2.2.1.1.</td>
</tr>
</tbody>
</table>

**Performance Indicator**  
Learners can state the characteristics of the ethnic groups in Ghana

**Core Competencies:**  
Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving.

**Keywords**

**T. L. R. (s)**  
Pictures

<table>
<thead>
<tr>
<th>Ref:</th>
<th>History curriculum Page</th>
</tr>
</thead>
</table>

**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

What are the characteristics of the ethnic groups? What differentiates one ethnic group from the other?

Show documentary/pictures/internet of a festival of one of the ethnic groups

Discuss what the documentary entails.

Assessment: let learners describe a festival of one of the ethnic group

What have we learnt today?

Ask learners to summarize the main points in the lesson
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Activity</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td>Show documentary/pictures/internet of a festival of one of the ethnic groups</td>
<td>What have we learnt today?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss what the documentary entails.</td>
<td>Ask learners to summarize the main points in the lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment: let learners describe a festival of one of the ethnic group</td>
<td></td>
</tr>
</tbody>
</table>

Vetted by: ................................................................. Signature: ........................................ Date: ..................
SUBJECT: CREATIVE ARTS    CLASS: TWO

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Class size:</th>
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<tbody>
<tr>
<td>Day:</td>
<td>Date:</td>
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<tr>
<td>Period:</td>
<td>Lesson:</td>
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</tbody>
</table>

**Strand**: VISUAL ARTS, PERFORMING ARTS  **Sub-strand**: Appreciating and Appraising

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Content standard (code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2 1.4.6.2</td>
<td>B2 2.4.6.2</td>
</tr>
</tbody>
</table>

**Performance Indicator**
- Learners can agree on guidelines for assessing and deriving meaning from own and others' displayed visual artworks
- Learners can agree on guidelines for assessing and deriving meaning from own and others' performing artworks as representations of artworks produced or found in other Ghanaian communities

**Core Competencies**: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

**Keywords**

T. L. R. (s)     Pictures

Ref: Creative Arts curriculum

**DAY**

<table>
<thead>
<tr>
<th>Phase 1:</th>
<th>Phase 2:</th>
<th>Phase 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starter (preparing the brain for learning)</td>
<td>Main (new learning including assessment)</td>
<td>Plenary / Reflections</td>
</tr>
</tbody>
</table>

**Monday**

| Engage learners to sing songs and recite familiar rhymes | Learners are to:  
- agree on guidelines for deducing the meaning of each artwork displayed;  
- discuss how to use the guidelines to express the meaning of each displayed artwork.  
Suggested Process/Steps | What have we learnt today?  
Ask learners to summarize the main points in the lesson |
discuss and accept a guide for appreciating and appraising own and/or others’ visual artworks based on the guidelines suggested above;  
identify the correct vocabulary to use for appreciating and appraising artworks  
agree on what to use the appraisal report for and how to share it;  
agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;  
fix a day/date for the appreciation/appraisal/jury  

Assessment: let learners write guidelines for assessing and deriving meaning from own and others’ displayed visual artworks

| Wednesday | Engage learners to sing songs and recite familiar rhymes | Learners are to:  
agree on guidelines for deducing the meaning of each artwork displayed;  
discuss how to use the guidelines to express the meaning of each displayed artwork  
Assessment: let learners write guidelines for assessing and deriving meaning from own and others’ performing artworks as representations of artworks produced or found in other Ghanaian communities  
What have we learnt today?  
Ask learners to summarize the main points in the lesson |

Vetted by: ..........................................................  Signature: ..............................................  Date: .........................
**LESSON PLAN**

**SUBJECT: GHANAIAN LANGUAGE**

<table>
<thead>
<tr>
<th>Week Ending:</th>
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<td>Date:</td>
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<tr>
<td>Period:</td>
<td>Lesson:</td>
</tr>
</tbody>
</table>

**Strand:** Extensive Reading  
**Sub-strand:** Read Aloud With Children

<table>
<thead>
<tr>
<th>Indicator (code)</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.6.1.1.1</td>
<td>Learners should read short passages of simple sentences of about four to five words</td>
</tr>
</tbody>
</table>

**Content standard (code):** B2.6.1.1.

**Core Competencies:** Creativity and Innovation  
Communication and Collaboration  
Personal Development and Leadership  
Critical Thinking and Problem Solving.

**Keywords**

**T.L.R. (s):** Manila cards, markers, recorded audios  
visual

**Ref:** Ghanaian Language curriculum

**DAY**

<table>
<thead>
<tr>
<th>Phase 1: Starter (preparing the brain for learning)</th>
<th>Phase 2: Main (new learning including assessment)</th>
<th>Phase 3: Plenary / Reflections</th>
</tr>
</thead>
</table>
| Engage learners to sing songs and recite familiar rhymes | • Let learners sing a traditional occupational song they know.  
• Provide learners with reading books (the book should have a short passage according to the number of words prescribed).  
• Lead learners to read the passage in the book.  
• Let learners read the passage in turns. | What have we learnt today?  
Review the lesson with learners |

<table>
<thead>
<tr>
<th>What have we learnt today?</th>
<th>Review the lesson with learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>NANA FIIFI ACQUAH</td>
<td></td>
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<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>• Assist learners to read short passages of simple sentences of about four to five words in other parts of the book.</td>
<td></td>
</tr>
<tr>
<td>Assessment: let learners read short passages of simple sentences of about four to five words</td>
<td></td>
</tr>
<tr>
<td>Engage learners to sing songs and recite familiar rhymes</td>
<td></td>
</tr>
</tbody>
</table>
| • Let learners sing a traditional occupational song they know.  
• Provide learners with reading books (the book should have a short passage according to the number of words prescribed).  
• Lead learners to read the passage in the book.  
• Let learners read the passage in turns.  
• Assist learners to read short passages of simple sentences of about four to five words in other parts of the book. |
| Assessment: let learners read short passages of simple sentences of about four to five words |
| What have we learnt today? |
| Review the lesson with learners |

**What have we learnt today?**

Review the lesson with learners

Vetted by: .................................................. Signature: ............................... Date: .........................