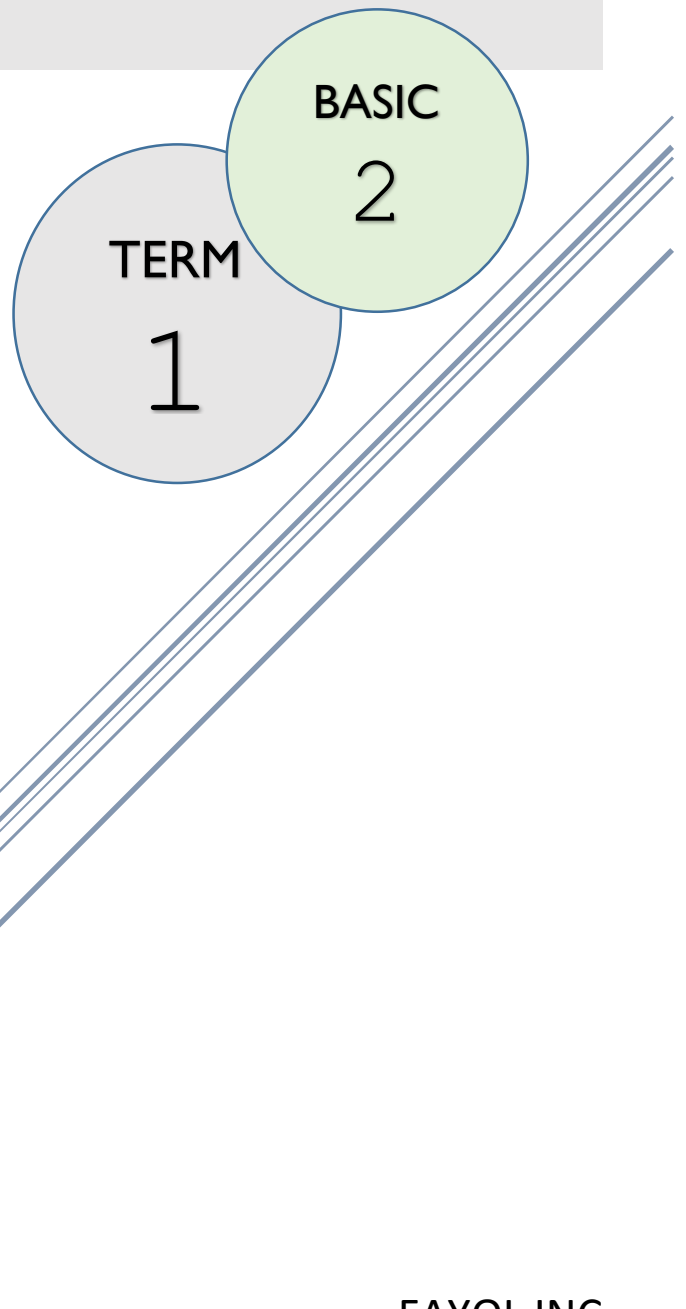


LESSON PLANS FOR PRIMARY SCHOOLS

NEW 2024



FAYOL INC
0547824419

FIRST TERM LESSON PLAN FOR BASIC TWO (2)

FIRST TERM – ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Songs	B2.1.1.1	B2.1.1.1.1.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Phonics	B2.2.2.1	B2.2.2.1.1	
	Writing	Penmanship	B2.4.2.1	B2.4.2.1.1	
	Writing Conventions & Grammar Usage	Using Capitalization	B2.5.1.1	B2.5.1.1.1	
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1	
2	Oral Language	Rhymes	B2.1.2.1	B2.1.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Phonics	B2.2.2.1	B2.2.2.1.1	
	Writing	Writing Letters – Small and Capital	B2.4.3.1	B2.4.3.1.1	
	Writing Conventions & Grammar Usage	Using Capitalization	B2.5.1.1	B2.5.1.1.2	
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1	
3	Oral Language	Story Telling	B2.1.4.1	B2.1.4.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Word Families, Rhyming Endings and Common Digraphs	B2.2.3.1	B2.2.3.1.1	
	Writing	Writing Letters – Small and Capital	B2.4.3.1	B2.4.3.1.1	

	Writing Conventions & Grammar Usage	Using Punctuation	B2.5.2.1	B2.5.2.1.1	
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1	
4	Oral Language	Dramatization and Role-Play	B2.1.5.1	B2.1.5.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Word Families, Rhyming Endings and Common Digraphs	B2.2.3.1	B2.2.3.1.2	
	Writing	Labelling Items	B2.4.4.1	B2.4.4.1.1	
	Writing Conventions & Grammar Usage	Using Action Words	B2.5.4.1	B2.5.4.1.1	
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1	
5	Oral Language	Conversation	B2.1.6.1	B2.1.6.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Vocabulary	B2.2.6.1	B2.2.6.1.1	
	Writing	Writing Simple Words and Sentences	B2.4.5.1	B2.4.5.1.1	
	Writing Conventions & Grammar Usage	Using Qualifying Words – Adjectives	B2.5.5.1.	B2.5.5.1.1.	
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1	
6	Oral Language	Conversation	B2.1.6.1	B2.1.6.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Vocabulary	B2.2.6.1	B2.2.6.1.1	
	Writing	Writing Simple Words and Sentences	B2.4.5.1	B2.4.5.1.1	

	Writing Conventions & Grammar Usage	Using Qualifying Words – Adjectives	B2.5.5.1.	B2.5.5.1.1.	
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1	
7	Oral Language	Listening Comprehension	B2.1.7.1	B2.1.7.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Vocabulary	B2.2.6.1	B2.2.6.1.1	
	Writing	Controlled Writing	B2.4.7.1	B2.4.7.1.1	
	Writing Conventions & Grammar Usage	Using Simple Prepositions	B2.5.7.1	B2.5.7.1.1	
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1	
8	Oral Language	Listening Comprehension	B2.1.7.1	B2.1.7.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Comprehension	B2.2.7.1	B2.2.7.1.1	
	Writing	Controlled Writing	B2.4.7.1	B2.4.7.1.1	
	Writing Conventions & Grammar Usage	Using Simple Prepositions	B2.5.7.1	B2.5.7.1.2	
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1	
9	Oral Language	Asking and Answering Questions	B2.1.8.1	B2.1.8.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Comprehension	B2.2.7.1	B2.2.7.1.2	
	Writing	Guided Composition	B2.4.8.1	B2.4.8.1.1	
	Writing Conventions & Grammar Usage	Using Simple and Compound Sentences	B2.5.9.1	B2.5.9.1.1	

	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1	
10	Oral Language	Giving and Responding to Commands	B2.1.9.1	B2.1.9.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Comprehension	B2.2.7.1	B2.2.7.1.3	
	Writing	Narrative Writing	B2.4.10.1	B2.4.10.1.1	
	Writing Conventions & Grammar Usage	Using Simple and Compound Sentences	B2.5.9.1	B2.5.9.1.2	
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1	
11	Oral Language	Giving and Responding to Commands	B2.1.9.1	B2.1.9.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Fluency	B2.2.9.1	B2.2.9.1.1	
	Writing	Descriptive Writing	B2.4.12.1	B2.4.12.1.1	
	Writing Conventions & Grammar Usage	Spelling	B2.5.10.1	B2.5.10.1.1	
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1	
12	Oral Language	Presentation	B2.1.10.1	B2.1.10.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Reading	Fluency	B2.2.9.1	B2.2.9.1.1	
	Writing	Descriptive Writing	B2.4.12.1.	B2.4.12.1.1	
	Writing Conventions & Grammar Usage	Spelling	B2.5.10.1	B2.5.10.1.1	
	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1	

FIRST TERM SCHEME – MATHEMATICS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Number	Counting, Representation & Cardinality	B2.1.1.1	B2.1.1.1.1	Counters patterns made from manila cards
2	Number	Counting, Representation & Cardinality	B2.1.1.1	B2.1.1.1.1	
3	Number	Counting, Representation & Cardinality	B2.1.1.1	B2.1.1.1.2	Counters patterns made from manila cards
4	Number	Number Operations	B2.1.2.1	B2.1.2.1.1	
5	Number	Number Operations	B2.1.2.1	B2.1.2.1.1	Counters patterns made from manila cards
6	Number	Number Operations	B2.1.2.2	B2.1.2.2.1	
7	Number	Fractions	B2.1.3.1	B2.1.3.1.1	Paper strips, cut out cards
8	Number	Fractions	B2.1.3.1	B2.1.3.1.2	Paper strips, cut out cards
9	Number	Fractions	B2.1.3.1	B2.1.3.1.3	Paper strips, cut out cards
10	Number	Money	B2.1.4.1	B2.1.4.1.1	Ghana Cedi(notes & coins)
11	Algebra	Patterns And Relationship	B2.2.1.1	B2.2.1.1.1	Counters patterns made from manila cards
12	Algebra	Patterns And Relationship	B2.2.1.1	B2.2.1.1.2	

FIRST TERM SCHEME – SCIENCE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Diversity of Matter	Living And Non Living Things	B2.1.1.1	B2.1.1.1.1	Pictures of Plants and animals in the environment , plastics videos paper, metal woods pencil
2	Diversity of Matter	Living And Non Living Things	B2.1.1.1	B2.1.1.1.1	
3	Diversity of Matter	Living And Non Living Things	B2.1.1.2	B2.1.1.2.1	Pictures of Plants and animals in the environment , plastics videos paper, metal woods pencil
4	Diversity of Matter	Living And Non Living Things	B2.1.1.2	B2.1.1.2.2	
5	Diversity of Matter	Materials	B2.1.2.1	B2.1.2.1.1	Metals, woods plastics soil stones paper pencil crayons balloons water sand salt sugar
6	Diversity of Matter	Materials	B2.1.2.2	B2.1.2.2.1	
7	Diversity of Matter	Materials	B2.1.2.3	B2.1.2.3.1	Metals, woods plastics soil stones paper pencil crayons balloons water sand salt sugar
8	Diversity of Matter	Materials	B2.1.2.3	B2.1.2.3.1	
9	Cycles	Earth Science	B2.2.1.1	B2.2.1.1.1	Torch candle matchstick lantern paper pencil pictures of well river stream water
10	Cycles	Earth Science	B2.2.1.2	B2.2.1.2.1	
11	Cycles	Earth Science	B2.2.1.4.	B2.2.1.4.1	Torch candle matchstick lantern paper pencil pictures of well river stream water
12	Cycles	Earth Science	B2.2.1.4	B2.2.1.4.2	

FIRST TERM- OUR WORLD OUR PEOPLE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	All About Us	Nature of God	B2.1.1.1	B2.1.1.1.1	Pictures, Charts, Video Clips
2	All About Us	Nature of God	B2.1.1.1	B2.1.1.1.2	
3	All About Us	My self	B2.1.2.1	B2.1.2.1.1	Pictures, Charts, Video Clips
4	All About Us	Myself	B2.1.2.1	B2.1.2.1.2	
5	All About Us	My Family & the community	B2.1.3.1	B2.1.3.1.1	Pictures, Charts, Video Clips
6	All About Us	My Family & the community	B2.1.3.1	B2.1.3.1.2	
7	All About Us	Home & School	B2.1.4.1	B2.1.4.1.1	Pictures, Charts, Video Clips
8	All About Us	Home & School	B2.1.4.1	B2.1.4.1.2	
9	All Around Us	The Environment and the Weather	B2.2.1.1	B2.2.1.1.1	Pictures, Charts, Video Clips
10	All Around Us	The Environment and the Weather	B2.2.1.1	B2.2.1.1.2	
11	All Around Us	Plants and Animals	B2.2.2.1	B2.2.2.1.1	Pictures, Charts, Video Clips
12	All Around Us	Plants and Animals	B2.2.2.1	B2.2.2.1.2	

FIRST TERM- RELIGIOUS & MORAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	God's creation and Attributes	God the Creator	B2.1.1.1	B2.1.1.1.1	Wall charts, wall words, posters, video clip, etc.
2	God's creation and Attributes	God the Creator	B2.1.1.1	B2.1.1.1.1	
3	God's creation and Attributes	God the Creator	B2.1.1.1	B2.1.1.1.1	Wall charts, wall words, posters, video clip, etc.
4	God's creation and Attributes	God the Creator	B2.1.1.1	B2.1.1.1.1	
5	God's creation and Attributes	The Environment	B2.1.2.1	B2.1.2.1.1:	Wall charts, wall words, posters, video clip, etc.
6	God's creation and Attributes	The Environment	B2.1.2.1	B2.1.2.1.1:	
7	God's creation and Attributes	The Environment	B2.1.2.1	B2. 1.2.1.2:	Wall charts, wall words, posters, video clip, etc.
8	God's creation and Attributes	The Environment	B2.1.2.1	B2. 1.2.1.2:	
9	God's creation and Attributes	Purpose of God's Creation	B2.1.3.1	B2.1.3.1.1	Wall charts, wall words, posters, video clip, etc.
10	God's creation and Attributes	Purpose of God's Creation	B2.1.3.1.	B2.1.3.1.1	
11	God's creation and Attributes	Purpose of God's Creation	B2.1.3.1.	B2.1.3.1.1	Wall charts, wall words, posters, video clip, etc.
12	God's creation and Attributes	Purpose of God's Creation	B2.1.3.1.	B2.1.3.1.1	

FIRST TERM – HISTORY

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	A map of Ghana indicating the various ethnic groups.
2	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	
3	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	
4	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	A map of Ghana tracing the migration route of the ethnic groups.
5	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	
6	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	
7	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	A poster showing a timeline of the periods each group arrived in Ghana
8	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	
9	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	A map of Ghana tracing the migration route of the ethnic groups.
10	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1	
11	My Country Ghana	Major Historical locations	B2.2.4.1	B2.2.4.1.1	A map of Ghana showing major historical locations
12	My Country Ghana	Major Historical locations	B2.2.4.1	B2.2.4.1.1	

FIRST TERM – CREATIVE ARTS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual Arts	Thinking and Exploring Ideas (Visual Arts)	CSE 1	B2. 1.1.1.1	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
2	Performing Arts	Thinking and Exploring Ideas (Performing Arts)	CSE 1	B2. 2.1.1.1	
3	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	B2.1.2.2.1 B2.1.2.3.1	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
4	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	B2.2.2.2.1 B2.2.2.3.1	
5	Visual Arts	Displaying and Sharing (Visual Arts)	CSE 4&5	B2.1.3.4.1 B2.1.3.5.1	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
6	Performing Arts	Displaying and Sharing (Performing Arts)	CSE 4&5	B2.2.3.4.1 B2.2.3.5.1	
7	Visual Arts	Appreciating and Appraising (Visual Arts)	CSE 6&7	B2.1.4.6.1 B2.1.4.7.1	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
8	Performing Arts	Appreciating and Appraising (Performing Arts)	CSE 6&7	B2.2.4.6.1 B2.2.4.7.1	
9	Visual Arts & Performing Arts	Thinking and Exploring Ideas School based project (Visual Arts & performing Arts)	CSE 1	B2.1.1.1 B2.2.1.1	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
10	Visual Arts & Performing Arts	Planning, Making and Composing School based project	CSE 2&3		Photos, videos, art paper, colors and traditional art tools, other

		(Visual Arts & Performing			materials available in the community
11	Visual Arts & Performing Arts	Displaying and Sharing School based project (Visual Arts & Performing Arts)	CSE 4&5		Photos, videos, art paper, colors and traditional art tools, other materials available in the community
12	Visual Arts & Performing Arts	Appreciating and Appraising School based project (Visual Arts & Performing Arts)	CSE 6&7		Photos, videos, art paper, colors and traditional art tools, other materials available in the community

FIRST TERM – GHANAIAN LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Listening and Speaking	Songs	B2.1.1.1	B2.1.1.1.1-3	Word cards, sentence cards, letter cards, handwriting on a manila card
2	Listening and Speaking	Rhymes	B2.1.2.1	B2.1.2.1.1-2	
3	Listening and Speaking	Listening & Story Telling	B2.1.4.1	B2.1.4.1.1-3	
4	Reading	Phonological & Phonemic Awareness	B2.2.3.1	B2.2.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
5	Reading	Phonics: letter & sound knowledge	B2.2.4.1	B2.2.4.1.1-3	
6	Reading	Phonics: letter & sound knowledge	B2.2.4.2	B2.2.4.2.1-4	
7	Writing	Penmanship & Handwriting	B2.3.1.1	B2.3.1.1.1-2	Word cards, sentence cards, letter cards,
8	Writing	Penmanship & Handwriting	B2.3.1.1	B2.3.1.1.3-4	
9	Writing Conventions	Integrating Grammar in Written Language (Capitalization)	B2.5.1.1	B2.5.1.1.1-3	Word cards, sentence cards, letter cards, handwriting on a manila card
10	Writing Conventions	Integrating Grammar in Written Language (Punctuation)	B2.5.3.1	B2.5.3.1.1	
11	Extensive Reading	Building the love and culture of reading in learners	B2.6.1.1	B2.6.1.1.1	Word cards, sentence cards, letter cards and a class library
12	Extensive Reading	Reading Aloud	B2.6.2.1	B2.6.2.1.1	

FIRST TERM SCHEME – PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Motor Skill & Movement Patterns	Locomotive skills	B2.1.1.1.	B2.1.1.1.1:	Pictures and Videos
2	Motor Skill & Movement Patterns	Locomotive skills	B2.1.2.1.	B2.1.2.1.2:	
3	Motor Skill & Movement Patterns	Manipulative skills	B2.1.3.1	B2.1.3.1.3	Pictures and Videos
4	Motor Skill & Movement Patterns	Manipulative skills	B2.1.4.1	B2.1.4.1.4	
5	Motor Skill & Movement Patterns	Rhythmic skills	B2.1.5.1	B2.1.5.1.5	Pictures and Videos
6	Motor Skill & Movement Patterns	Rhythmic skills	B2.1.6.1	B2.1.6.1.6	
7	Movement Concepts	Space Awareness	B2.2.2.2	B2.2.2.2.1	Pictures and Videos
8	Movement Concepts	Dynamics	B2.2.2.2	B2.2.2.2.2	
9	Physical Fitness	Aerobic capacity	B2.3.2.3	B2.3.2.3.2	Pictures and Videos
10	Physical Fitness Concepts,	Fitness	B2.4.1.4	B2.4.1.4.1	Pictures and Videos
11	Physical Fitness Concepts,	Healthy diet	B2.4.1.4	B2.4.1.4.2	Pictures and Videos
12	Values And Psycho-Social Concepts,	Self-responsibility	B2.5.1.5	B2.5.1.5.1	Pictures and Videos

SCHEME OF LEARNING- WEEK I

BASIC TWO

Name of School.....

Date:	DAY:	Subject: English Language				
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration				
Class: B2	Class Size:					
Content Standard: B2.1.1.1 B2.2.2.1 B2.4.2.1 B2.5.1.1 B2.6.1.1		Indicator: B2.1.1.1.1 B2.2.2.1.1. B2.4.2.1.1 B2.5.1.1.1. B2.6.1.1.1	Lesson: I OF I			
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 read a variety of age and level appropriate books and texts from print						
References: English Language Curriculum Pg.						
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION			
Monday	Led learners to recite a few rhymes <u>Jack and Jill</u> Jack and Jill went up the hill To fetch a pail of water Jack fell down and broke his crown And Jill came tumbling after	<u>A. ORAL LANGUAGE</u> (Songs Pg.39) 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.	Ask learners to mention the names of their favorite characters in the story and why? Have learners to read and spell the key words on the board			
Tuesday	Engage learners to play "Get Out Of The Wagon" game. Three words are placed in a wagon/table. Example: <table style="display: inline-table; border: 1px solid black; text-align: center; margin: 5px;"><tr><td style="padding: 2px 10px;">cake</td></tr></table> <table style="display: inline-table; border: 1px solid black; text-align: center; margin: 5px;"><tr><td style="padding: 2px 10px;">rake</td></tr></table> <table style="display: inline-table; border: 1px solid black; text-align: center; margin: 5px;"><tr><td style="padding: 2px 10px;">king</td></tr></table> The child determines which word doesn't rhymes and tells it to 'get out of the wagon'	cake	rake	king	<u>B. READING</u> (Phonics) 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.	Ask learners to mention the names of their favorite characters in the story and why? Have learners to read and spell the key words on the board
cake						
rake						
king						
Wednesday	Take learners through the creeping activities for them to exercise their wrists	<u>C. WRITING</u> (Penmanship) Demonstrate copying (sentences) on the board.	Ask learners to mention the names of their favorite characters in the story and why? Have learners to read and spell the key words on the board			

	<p>Learners to crawl under chairs, through a tunnel or on the field</p> <p>NB: crawling should be done in a clean environment</p>	<p>Let learners practice writing legibly and correctly on the board or into their books.</p> <p>Have learners copy sentences from a book into their books.</p> <p>Draw attention to inter and intra word spacing and alignment of letters, as well as clarity or writing.</p>	
Thursday	<p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc.</p>	<p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Capitalization Pg.64)</p> <p>Provide a sample text and have learners identify names of particular places and days of the week.</p> <p>Have them compare the initial letters of these names and other common names and share their observations with the class.</p> <p>Give learners a text with names of particular places and days of the week, beginning with small letters.</p> <p>Let learners rewrite the text, beginning the names of particular places and days of the week, with capital letters.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Friday	<p>Have a variety of age and level-appropriate books for learners to make a choice.</p> <p>Guide learners to select books.</p>	<p>C. <u>EXTENSIVE READING</u></p> <p>Use the Author's chair to introduce the reading/ library time.</p> <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p>	<p>Call learners in turns to tell the whole class what they read.</p> <p>Let Learners draw parts of the story they read</p>

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B2	Class Size:	Sub Strand: Counting, Representation & Cardinality	
Content Standard: B2.1.1.1 Count and estimate quantities from 0 to 1000		Indicator: B2.1.1.1.1 use number names ,counting sequences and how to count to find out how many	Lesson: I OF I
Performance Indicator: Learners can use number names ,counting sequences and how to count to find out how many		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Counters patterns made from manila cards		
New words			
References: Mathematics Curriculum Pg. 20			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.</p>	<p>Have learners to 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</p> <p>Have learners to play the odd one out game.</p> <p>Display number cards on the teachers table in front of the class. Arrange and mix up number cards. Call out learners to pick numbers which are odd.</p> <p>Play game in groups to create competition</p>	<p>What have we learnt today?</p> <p>Counting sequence</p> <p>Give learners task to count numbers in sequence that is by 1s and 2s</p>
Tuesday	<p>Have learners to write number patterns in the air.</p> <p>Bring handy objects to class, call learners to count them. Now use the “how many” to ask pupils about what they counted</p> <p>Sing songs like: We class one We can count etc.</p>	<p>Have learners to Count to answer “how many?” questions about as many as 100 objects arranged in a line, a grid or a circle;</p> <p>Show that the count of a group of up to 100 objects does not change regardless of the order in which the objects are counted or the arrangement of the objects</p>	<p>Have learners to count how many books , desks, tables ,pencils, crayons, blackboard, rulers, sharpeners, erasers etc. in the classroom</p>
Wednesday	<p>Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.</p>	<p>Have learners to Estimate the number of objects in a small group (up to 100) and describe the estimation strategy used;</p> <p>Select an appropriate estimate among all those given for a group of up to 100 objects and justify the choice Represent the number of objects in a group with a written numeral 0 to 100.</p>	<p>What have we learnt today?</p> <p>Estimation</p> <p>Have learners to estimate the number of objects in a small group</p>

	<p>Show learners a chalk box full of chalks. Ask learners to guess the number of chalks and hence introduce the lesson</p>	<p>Use ordinal numbers to describe the position of objects up to 10th place</p>										
Thursday	<p>Engage learners in the game. Clap that number (up to 10). Have learners count in unison as they clap the number.</p>	<p>Display a number chart with numbers multiples of say 4 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.</p> <table border="1" data-bbox="656 548 1003 646"> <tr> <td>4</td> <td>8</td> <td>7</td> </tr> <tr> <td>16</td> <td>18</td> <td>11</td> </tr> <tr> <td>28</td> <td>44</td> <td>69</td> </tr> </table>	4	8	7	16	18	11	28	44	69	<p>Give learners task to identify numbers in different positions around a chosen number using number grid</p>
4	8	7										
16	18	11										
28	44	69										

Week Ending:	DAY:	Subject: Science
Duration: 60mins per lesson		Strand: Diversity of Matter
Class: B2	Class Size:	Sub Strand: Living And Non Living Things
Content Standard: B2.1.1.1 Demonstrate understanding of the physical features and life processes of living things and use this understanding to classify them	Indicator: B2.1.1.1.1 know the basic structure of plants (roots, stem, leaves, flowers)	Lesson: I OF I
Performance Indicator: • Learners can know the basic structure of plants (roots, stem, leaves, flowers)		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	Pictures of Plants and animals in the environment , plastics videos paper, metal woods	
New words		
References: Science Curriculum Pg. 36		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Paste a drawing of a structure of tree on the board for learners to explore	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)	What have we learnt today? The structure of trees Have learners to summarize the important points of the lesson Give learners task to draw a tree and show its roots, stem, leaves and flowers
	Have learners write on a sheet of paper the following The parts of a tree To draw a tree and color it	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? Learners sing songs, rhymes and poems relating to the topic	What have we learnt today? The physical features of trees Have learners to summarize the important points of the lesson Give learners task to draw a tree and show its roots, stem, leaves and flowers
	Tell and explain to learners the adage “if the last tree dies, the last man dies”	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	What have learnt today? The importance of trees Have learners to summarize the important points of the lesson Have learners to discuss some uses of plants

Date:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B2	Class Size:	Sub Strand: Nature of God	
Content Standard: B2.1.1.1. Demonstrate knowledge of the attributes of God		Indicator: B2.1.1.1.1 Identify the attributes of god that reveal his nature the sustainer of life	Lesson: I OF I
Performance Indicator: <ul style="list-style-type: none"> Learners can identify the attributes of god that reveal his nature the sustainer of life 		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
References: OWOP Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Tell learners stories about Gods creation.	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	What have we learnt today? Attributes of god that reveal his nature the sustainer of life. Learners to summarize the important points of the lesson.
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Learners mention these attributes of God in their local languages. Group learners according to their languages. Have learners mention the names of god in their language	Learners mention these attributes of God in their local languages.
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Learners mention these attributes of God in their local languages. Group learners according to their languages. Have learners mention the names of god in their language	Learners mention these attributes of God in their local languages.

Date:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's creation and Attributes	
Class: B2	Class Size:	Sub Strand: God the Creator	
Content Standard: B2. 1.1.1. Demonstrate an appreciation of God's creation		Indicator: B2.1.1.1.1 mention the attributes of god that reveal his nature	Lesson: I OF I
Performance Indicator: <ul style="list-style-type: none"> Learners can mention the attributes of god that reveal his nature 		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 7			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Start with a related song.</p> <p>My god is so big So strong and so mighty There is nothing my god cannot do.</p>	<p>Group learners into three In groups, lead learners to discuss the attributes of God as the Sustainer of life:</p> <ul style="list-style-type: none"> - Giver of rain and sunshine, - the One who makes plants grow, - The Giver of air, etc. <p>Let learners mention other attributes of God in their local languages.</p> <p>Let learners explain the attributes of God relevant to their daily life, e.g. God gives life, rain and air.</p>	<p>Review the lesson with learners.</p> <p>Ask pupils to summarize the important points in the lesson</p> <p>Ask learners to draw and colure two things god created</p>

Date:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: My Country Ghana	
Class: B2	Class Size:	Sub Strand: The People of Ghana	
Content Standard: B2.2.1.1. Demonstrate knowledge of the ethnic groups in Ghana		Indicator: B2.2.1.1.1 identify the ethnic groups in each region of Ghana	Lesson: 1 OF 1
Performance Indicator: • Learners can identify the ethnic groups in each region of Ghana		Core Competencies: Global citizenship, and digital literacy	
Teaching/ Learning Resources	A map of Ghana indicating the various ethnic groups.		
References: History Curriculum Pg. 10			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Paste a Ghana map showing the administrative regions on the board for to observe Ask to mention any thing they see on the map Have learners to mention the regions in the Ghana	Identify the administrative regions of Ghana Locate the ethnic groups in each region on a map of Ghana	What have we learnt today? The administrative regions in Ghana Group learners into three Display images of the regions in Ghana Learners are to identify from the images the administrative regions
	Paste a Ghana map showing the administrative regions on the board for to observe Ask to mention any thing they see on the map	With the aid of a slide / video / TV/internet, identify the regions and ethnic groups in Ghana Match the ethnic groups with their region	Engage learners in the “pupil as teacher” Group learners into three. Appoint learners from each group to summaries the important points of the lesson.

Date:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts	
Class: B2	Class Size:	Sub Strand: Thinking and Exploring Ideas	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B2 I.I.I.I Explore own experiences to talk about performing artworks	Lesson: I OF I
Performance Indicator: Learners can explore own experiences to talk about performing artworks			Core Competencies: Decision Making and Creativity
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 36			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Learners are to watch a short video that reflects topical issues in the local community;</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p>	<p>Learners are to watch documentaries on the history and culture of people from other parts of Ghana.</p> <p>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.</p> <p>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.</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>
	<p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>Visit historical sites such as centers for national culture, theatres, museums, galleries, festival grounds, studios of performing artists, and performing arts departments of educational institutions.</p> <p>Organize collection of samples to create a 'history learning corner' in the classroom.</p> <p>Draw concepts and ideas from the activities to plan own.</p> <p>Performing artworks that express the history and culture of the people studied.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson.</p>

Date:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Listening and Speaking	
Class: B2	Class Size:	Sub Strand: Songs	
Content Standard: B2.1.1.1: Demonstrate an understanding of types of work and play songs and learn them.		Indicator: B2.1.1.1.1. Sing work and play songs and discuss their importance.	Lesson: I OF I
Performance Indicator: Learners can Sing work and play songs and discuss their importance.		Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 60			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Put learners into groups</p> <p>Write a list of items on the chalkboard by wrongly spelling them and allow students to self-correct them.</p> <p>Invite one person from each group to write their answers on the board</p>	<p>Revise traditional occupations with learners.</p> <p>Lead learners to sing a popular work song.</p> <p>Introduce a new work and its song. Teach learners the song.</p> <p>Let learners sing the song in groups and individually.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to play the crossword game</p> <p>Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available</p>	<p>Introduce a new play and its song. Lead learners to discuss how the play is performed and the song associated with the play.</p> <p>Let learners sing a popular play song as a group and individually.</p> <p>Discuss the importance of work and play songs with learners. 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.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Introduce a new play and its song.</p> <p>Lead learners to discuss how the play is performed and the song associated with the play.</p> <p>Let learners sing a popular play song as a group and individually.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

		Discuss the importance of work and play songs with learners.	
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Date:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor Skill & Movement Patterns	
Class: B2	Class Size:	Sub Strand: Locomotive skills	
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.		Indicator: B2.1.1.1.1: Travel in straight, curved, and zigzag pathways, using locomotor movements:	Lesson: I OF I
Performance Indicator: Learners can travel in straight, curved, and zigzag pathways, using locomotor movements		Core Competencies: Communication and Critical Thinking	
Teaching/ Learning Resources	Pictures and Videos		
References: PE Curriculum Pg. 17			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners go through the general and specific warm-up activities.	<p>Learners go through general and specific warm ups.</p> <p>Lead them to identify the pathways such as straight, curved, and zigzag.</p> <p>Mark these pathways and guide them to move through walking, and running, etc.</p> <p>Allow the advance learners to help others as well as progress into the next skill of interest.</p>	<p>Organize a mini handball or basketball game for learners to apply the skill in real life situation with fun and enjoyment.</p> <p>End lesson with slow jogging to aid fast recovery.</p> <p>End the lesson with cool down.</p>

SCHEME OF LEARNING- WEEK 2

BASIC TWO

Name of School.....

Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B2	Class Size:		
Content Standard: B2.1.2.1 B2.2.2.1 B2.4.3.1 B2.5.1.1 B2.6.1.1		Indicator: B2.1.2.1.1 B2.2.2.1.1 B2.4.3.1.1. B2.5.1.1.2. B2.6.1.1.1	Lesson: I OF I
Performance Indicator: A. Learners can interpret rhymes and tongue-twisters in own words B. Learners can blend syllables to produce words. C. Learners can copy words in lower and upper case using correct spacing. D. Learners can use capital letters to begin the first words of sentences. E. Learners can read a variety of age and level-appropriate books and texts from print and non-print.			
References: English Language Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Have learners recite familiar rhymes. <u>ONCE I CAUGHT A FISH ALIVE</u> One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right	A. ORAL LANGUAGE (Rhymes Pg.39) Revise some familiar rhymes and tongue-twisters learnt. Select a rhyme from learners. As learners listen and observe, perform the rhyme Recite lines of the rhyme as learners join in and repeat lines after you. Teach the accompanying actions through demonstration. Through questions, have learners interpret the rhymes in their own words.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Tuesday	Write a simple word vertically on the board . E.g. P E N Invite learners to come up with a word starting with each letter of the vertical word.	B. READING (Phonics) 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.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Wednesday	Engage learners to play “Back to the Board” game.	C. WRITING (Writing Letters Pg.56)	Give learners task to complete while you go round the class to

	<p>Display word cards on the teachers table in front of the class.</p> <p>Group class into three or four. Invite each leader from the group in turns to face the class with his/her back to the board. Write a letter on the board for the others to make its sound. The leader then search through the word cards to identify the letter.</p>	<p>Let learners write letters, both in upper and lower cases.</p> <p>Copy words from learners' reading book on the board as learners observe.</p> <p>Let learners take turns to read out words from the list.</p> <p>Draw attention to appropriate spelling and alignment of letters.</p> <p>Let learners copy the words. Let them check correct spelling, formation of letters and spacing.</p>	<p>support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Have learners sing songs and recite familiar rhymes</p> <p><u>MINGLE MINGLE</u></p> <ul style="list-style-type: none"> •Mingle, mingle – mingle 2x Two mingle (2 come together) •Mingle, mingle – mingle 2x Three mingle (3 come together) •Mingle, mingle – mingle 2x four mingle (4 come together) 	<p><u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Capitalization Pg.64)</p> <p>Assist learners to begin sentences with capital letters.</p> <p>For example: i. Kofi is a good boy. ii. The house is beautiful.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Engage learners to recite a few rhymes with actions</p> <p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p><u>C. EXTENSIVE READING</u></p> <p>Use the Author's chair to introduce the reading/ library time.</p> <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p>	<p>Call learners in turns to tell the whole class what they read.</p> <p>Let Learners draw parts of the story they read</p>

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B2	Class Size:	Sub Strand: Counting, Representation & Cardinality	
Content Standard: B2.1.1.1 Count and estimate quantities from 0 to 1000		Indicator: B2.1.1.1.1 use number names ,counting sequences and how to count to find out how many	Lesson: I OF I
Performance Indicator: Learners can use number names ,counting sequences and how to count to find out how many		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Counters patterns made from manila cards		
New words			
References: Mathematics Curriculum Pg. 20			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.	Have learners to 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 Have learners to play the odd one out game. Display number cards on the teachers table in front of the class. Arrange and mix up number cards. Call out learners to pick numbers which are odd. Play game in groups to create competition	What have we learnt today? Counting sequence Give learners task to count numbers in sequence that is by 1s and 2s
Tuesday	Have learners to write number patterns in the air. Bring handy objects to class, call learners to count them. Now use the “how many” to ask pupils about what they counted Sing songs like: We class one We can count etc.	Have learners to Count to answer “how many?” questions about as many as 100 objects arranged in a line, a grid or a circle; Show that the count of a group of up to 100 objects does not change regardless of the order in which the objects are counted or the arrangement of the objects	Have learners to count how many books , desks, tables ,pencils, crayons, blackboard, rulers, sharpeners, erasers etc. in the classroom
Wednesday	Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.	Have learners to Estimate the number of objects in a small group (up to 100) and describe the estimation strategy used; Select an appropriate estimate among all those given for a group of up to 100 objects and justify the choice Represent the number of objects in a group with a written numeral 0 to 100.	What have we learnt today? Estimation Have learners to estimate the number of objects in a small group

	<p>Show learners a chalk box full of chalks. Ask learners to guess the number of chalks and hence introduce the lesson</p>	<p>Use ordinal numbers to describe the position of objects up to 10th place</p>										
Thursday	<p>Engage learners in the game. Clap that number (up to 10). Have learners count in unison as they clap the number.</p>	<p>Display a number chart with numbers multiples of say 4 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.</p> <table border="1" data-bbox="656 548 1003 646"> <tr> <td>4</td> <td>8</td> <td>7</td> </tr> <tr> <td>16</td> <td>18</td> <td>11</td> </tr> <tr> <td>28</td> <td>44</td> <td>69</td> </tr> </table>	4	8	7	16	18	11	28	44	69	<p>Give learners task to identify numbers in different positions around a chosen number using number grid</p>
4	8	7										
16	18	11										
28	44	69										

Week Ending:	DAY:	Subject: Science
Duration: 60mins per lesson		Strand: Diversity of Matter
Class: B2	Class Size:	Sub Strand: Living And Non Living Things
Content Standard: B2.1.1.1 Demonstrate understanding of the physical features and life processes of living things and use this understanding to classify them	Indicator: B2.1.1.1.I know the basic structure of plants (roots, stem, leaves, flowers)	Lesson: I OF I
Performance Indicator: • Learners can know the basic structure of plants (roots, stem, leaves, flowers)		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	Pictures of Plants and animals in the environment , plastics videos paper, metal woods	
New words		
References: Science Curriculum Pg. 36		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Paste a drawing of a structure of tree on the board for learners to explore	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)	What have we learnt today? The structure of trees Have learners to summarize the important points of the lesson Give learners task to draw a tree and show its roots, stem, leaves and flowers
	Have learners write on a sheet of paper the following The parts of a tree To draw a tree and color it	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? Learners sing songs, rhymes and poems relating to the topic	What have we learnt today? The physical features of trees Have learners to summarize the important points of the lesson Give learners task to draw a tree and show its roots, stem, leaves and flowers
	Tell and explain to learners the adage “if the last tree dies, the last man dies”	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	What have learnt today? The importance of trees Have learners to summarize the important points of the lesson Have learners to discuss some uses of plants

Date:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B2	Class Size:	Sub Strand: Nature of God	
Content Standard: B2.1.1.1. Demonstrate knowledge of the attributes of God		Indicator: B2.1.1.1.1 Identify the attributes of god that reveal his nature the sustainer of life	Lesson: I OF I
Performance Indicator: <ul style="list-style-type: none"> Learners can identify the attributes of god that reveal his nature the sustainer of life 		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
References: OWOP Curriculum Pg.			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Tell learners stories about Gods creation.	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	What have we learnt today? Attributes of god that reveal his nature the sustainer of life. Learners to summarize the important points of the lesson.
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Learners mention these attributes of God in their local languages. Group learners according to their languages. Have learners mention the names of god in their language	Learners mention these attributes of God in their local languages.
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Learners mention these attributes of God in their local languages. Group learners according to their languages. Have learners mention the names of god in their language	Learners mention these attributes of God in their local languages.

Date:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's creation and Attributes	
Class: B2	Class Size:	Sub Strand: God the Creator	
Content Standard: B2. 1.1.1. Demonstrate an appreciation of God's creation		Indicator: B2.1.1.1.1 mention the attributes of God that reveal his nature	Lesson: I OF I
Performance Indicator: • Learners can mention the attributes of God that reveal his nature		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 7			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Start with a related song.</p> <p>My god is so big So strong and so mighty There is nothing my god cannot do.</p>	<p>Group learners into three</p> <p>In groups, lead learners to discuss the attributes of God as the Sustainer of life:</p> <ul style="list-style-type: none"> - Giver of rain and sunshine, - the One who makes plants grow, - The Giver of air, etc. <p>Let learners mention other attributes of God in their local languages.</p> <p>Let learners explain the attributes of God relevant to their daily life, e.g. God gives life, rain and air.</p>	<p>Review the lesson with learners.</p> <p>Ask pupils to summarize the important points in the lesson</p> <p>Ask learners to draw and colure two things god created</p>

Date:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: My Country Ghana	
Class: B2	Class Size:	Sub Strand: The People of Ghana	
Content Standard: B2.2.1.1. Demonstrate knowledge of the ethnic groups in Ghana		Indicator: B2.2.1.1.1 identify the ethnic groups in each region of Ghana	Lesson: 1 OF 1
Performance Indicator: • Learners can identify the ethnic groups in each region of Ghana		Core Competencies: Global citizenship, and digital literacy	
Teaching/ Learning Resources	A map of Ghana indicating the various ethnic groups.		
References: History Curriculum Pg.			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Paste a Ghana map showing the administrative regions on the board for to observe</p> <p>Ask to mention any thing they see on the map</p> <p>Have learners to mention the regions in the Ghana</p>	<p>Identify the administrative regions of Ghana</p> <p>Locate the ethnic groups in each region on a map of Ghana</p>	<p>What have we learnt today?</p> <p>The administrative regions in Ghana</p> <p>Group learners into three</p> <p>Display images of the regions in Ghana</p> <p>Learners are to identify from the images the administrative regions</p>
	<p>Paste a Ghana map showing the administrative regions on the board for to observe</p> <p>Ask to mention any thing they see on the map</p>	<p>With the aid of a slide / video / TV/internet, identify the regions and ethnic groups in Ghana</p> <p>Match the ethnic groups with their region</p>	<p>Engage learners in the “pupil as teacher”</p> <p>Group learners into three. Appoint learners from each group to summaries the important points of the lesson.</p>

Date:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts	
Class: B2	Class Size:	Sub Strand: Thinking and Exploring Ideas	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B2 2.1.1.1 Explore own experiences to talk about performing artworks	Lesson: 1 OF 1
Performance Indicator: Learners can explore own experiences to talk about performing artworks		Core Competencies: Decision Making and Creativity	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 36			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners are to watch a short video that reflects topical issues in the local community; Ask learners to talk about parts of the video or pictures that interest them.	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.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.
	Ask learners questions to review learners understanding in the previous lesson.	Visit historical sites such as centers for national culture, theatres, museums, galleries, festival grounds, studios of performing artists, and performing arts departments of educational institutions. Organize 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.	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson.

Date:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Listening and Speaking	
Class: B2	Class Size:	Sub Strand: Rhymes	
Content Standard: B2.1.2.1 Demonstrate knowledge of some selected rhymes with their correct rhythms by listening attentively.		Indicator: B2.1.2.1.1-2 Explore rhymes with correct rhythm.	Lesson: I OF I
Performance Indicator: Learners can explore rhymes with correct rhythm.		Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 62			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners to write letter patterns in the air.</p> <p>Engage learners to sing songs and dance to it</p>	<p>Ask learners to sing a popular traditional occupational song.</p> <p>Lead learners to learn how to explore the rhyme with correct rhythm.</p> <p>Lead learners to explore the rhyme with gestures.</p> <p>Call learners individually to explore the rhyme with correct rhythm.</p> <p>Let learners explore a popular rhyme they know.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Write a simple word vertically on the board . E.g. C H A I R</p> <p>Invite learners to come up with a word starting with each letter of the vertical word.</p>	<p>Explore a rhyme made up of sounds that pose problems to learners.</p> <p>Teach learners how the rhyme is explored.</p> <p>Let learners explore rhymes with problematic sounds in groups and in pairs.</p> <p>Lead learners to explore the rhyme with gestures.</p> <p>Let learners explore the rhyme individually with gestures.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Have learners share what is going on in their lives. You and your learners can talk about plans for the weekend.</p>	<p>Explore a rhyme made up of sounds that pose problems to learners.</p> <p>Teach learners how the rhyme is explored.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

		<p>Let learners explore rhymes with problematic sounds in groups and in pairs.</p> <p>Lead learners to explore the rhyme with gestures.</p> <p>Let learners explore the rhyme individually with gestures.</p>	
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Date:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor Skill & Movement Patterns	
Class: B2	Class Size:	Sub Strand: Locomotive skills	
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.		Indicator: B2.1.2.1.2: Forward and backward skip without a rope.	Lesson: I OF I
Performance Indicator: Learners can forward and backward skip without a rope.		Core Competencies: Communication and Critical Thinking	
Teaching/ Learning Resources	Pictures and Videos		
References: PE Curriculum Pg. 17			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Organize the warm-up activities using rats and rabbits.</p> <p>Learners go through specific and general warm ups</p>	<p>From 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</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

SCHEME OF LEARNING- WEEK 3

BASIC TWO

Name of School.....

Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B2	Class Size:		
Content Standard: B2.1.4.1 B2.2.3.1 B2.4.3.1 B2.5.2.1 B2.6.1.1		Indicator: 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	Lesson: I OF I
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 E. Learners can read a variety of age and level-appropriate books and texts from print and non-print.			
References: English Language Curriculum Pg.			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>ONE POTATO, TWO POTATOES</u> One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p> <p>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more</p>	<p style="text-align: center;"><u>A. ORAL LANGUAGE</u> (story telling)</p> <p>Choose a story from learners' background.</p> <p>Tell the story with appropriate actions, gestures, facial expressions, etc.</p> <p>Have learners retell the story and answer questions on it.</p> <p>Let learners say whether or not they have enjoyed the story and why.</p> <p>Put learners into groups to identify the characters and their actions and relate them to real life situations.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to play "Read- Cover- Write" game.</p> <p>Put word cards on the table, floor or a bowl. A pupil picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book.</p> <p>He then picks the card again and show it to the class. The class checks to see if the word is correct.</p>	<p style="text-align: center;"><u>B. READING</u> (Word families)</p> <p>Introduce learners to simple word formation by changing the beginning letter of words. e.g. pan, man, fan.</p> <p>Have learners build on these rhyming endings. In groups, let learners read out their words.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

	The student with the correct number of words wins the game.	Have learners form sentences with these rhyming words.	
Wednesday	<p>Ask children to choose any 4 letters and write them in their books/on the floor.</p> <p>The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.</p> <p>The first child to cross out all 4 of their letters shouts BINGO!! and is the winner.</p> <p>This can also be played with high frequency words that the children know.</p>	<p>C. WRITING (writing letters)</p> <p>Let learners write letters, both in upper and lower cases.</p> <p>Copy words from learners' reading book on the board as learners observe.</p> <p>Let learners take turns to read out words from the list.</p> <p>Draw attention to appropriate spelling and alignment of letters.</p> <p>Let learners copy the words.</p> <p>Let them check correct spelling, formation of letters and spacing.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Engage learners to play the classroom ghost game.</p> <p>Teacher scatters objects in the classroom assuming it's a ghost. Example you could place some textbooks on the floor, put a pen on the window sill, etc.</p> <p>Put learners into pairs to make a note of what the ghost has moved around</p> <p>Example the books are the floor but they should be in the cupboard.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (Using Punctuation)</p> <p>Have learners look at sentences in their class readers to observe how they begin and end.</p> <p>Demonstrate placing a full stop (.) at the end of a sentence.</p> <p>Let learners copy and punctuate sentences with full stop.</p> <p>Present the question mark similarly.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Have a variety of age and level-appropriate books for learners to make a choice.</p> <p>Guide learners to select books.</p>	<p>C. EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p> <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p>	<p>Call learners in turns to tell the whole class what they read.</p> <p>Let Learners draw parts of the story they read</p>

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B2	Class Size:	Sub Strand: Counting, Representation & Cardinality	
Content Standard: B2.1.1.1 Count and estimate quantities from 0 to 1000		Indicator: B2.1.1.1.2 use number names ,counting sequences and how to count to find out how many	Lesson: I OF I
Performance Indicator: Learners can use number names ,counting sequences and how to count to find out how many		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Counters patterns made from manila cards		
New words			
References: Mathematics Curriculum Pg. 21			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.	Have learners to 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 Have learners to play the odd one out game. Display number cards on the teachers table in front of the class. Arrange and mix up number cards. Call out learners to pick numbers which are odd. Play game in groups to create competition	What have we learnt today? Counting sequence Give learners task to count numbers in sequence that is by 1s and 2s
Tuesday	Have learners to write number patterns in the air. Bring handy objects to class, call learners to count them. Now use the “how many” to ask pupils about what they counted Sing songs like: We class one We can count etc.	Have learners to Count to answer “how many?” questions about as many as 100 objects arranged in a line, a grid or a circle; Show that the count of a group of up to 100 objects does not change regardless of the order in which the objects are counted or the arrangement of the objects	Have learners to count how many books , desks, tables ,pencils, crayons, blackboard, rulers, sharpeners, erasers etc. in the classroom
Wednes day	Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.	Have learners to Estimate the number of objects in a small group (up to 100) and describe the estimation strategy used; Select an appropriate estimate among all those given for a group of up to 100 objects and justify the choice	What have we learnt today? Estimation Have learners to estimate the number of objects in a small group

	<p>Show learners a chalk box full of chalks. Ask learners to guess the number of chalks and hence introduce the lesson</p>	<p>Represent the number of objects in a group with a written numeral 0 to 100. Use ordinal numbers to describe the position of objects up to 10th place</p>										
Thursday	<p>Engage learners in the game. Clap that number (up to 10). Have learners count in unison as they clap the number.</p>	<p>Display a number chart with numbers multiples of say 4 between 0 and 100 and have learners identify numbers in different positions around a given number.</p> <p>Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table border="1" data-bbox="711 611 1060 705"> <tr> <td>4</td> <td>8</td> <td>7</td> </tr> <tr> <td>16</td> <td>18</td> <td>11</td> </tr> <tr> <td>28</td> <td>44</td> <td>69</td> </tr> </table>	4	8	7	16	18	11	28	44	69	<p>Give learners task to identify numbers in different positions around a chosen number using number grid</p>
4	8	7										
16	18	11										
28	44	69										

Week Ending:	DAY:	Subject: Science
Duration: 60mins per lesson		Strand: Diversity of Matter
Class: B2	Class Size:	Sub Strand: Living And Non Living Things
Content Standard: B2.1.1.2 Understand the differences between living, non-living things and things which have never been alive	Indicator: B2.1.1.2.1 Describe the basic structure of animals (head, limbs and trunk)	Lesson: I OF I
Performance Indicator: <ul style="list-style-type: none"> Learners can describe the basic structure of animals (head, limbs and trunk) 		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	Pictures of Plants and animals in the environment , plastics, paper,	
New words		
References: Science Curriculum Pg. 36		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Led learners to recite few rhymes</p> <p>One little finger One little finger, one little finger, two little fingers Tap, tap, tap Point to the ceiling, Point to the floor, Put them on your head, HEAD! <i>(continue with the lyrics by pointing to all the body parts)</i></p>	<p>Learners watch videos or observe pictures of different animals</p> <p>Let learners name some animals from the pictures.</p> <p>Learners identify the basic parts of animals</p> <p>Engage learners to draw animals of their choice.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Learners watch videos or observe pictures of different animals</p> <p>Let learners name some animals from the pictures.</p> <p>Learners identify the basic parts of animals</p> <p>Engage learners to draw animals of their choice.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Play games, sing songs and recite familiar rhymes to begin the lesson.</p> <p>Using questions and answers, revise with learners on the previous lesson.</p>	<p>Learners design and mould animals of their choice and identify the basic parts of those animals (head, limbs and trunk).</p> <p>Learners explain why they chose to mould those particular animals.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Date:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B2	Class Size:	Sub Strand: My self	
Content Standard: B2.1.2.1. Demonstrate understanding of self as unique individual		Indicator: B2.1.2.1.1. Identify things to do to develop a sense of self identity and self-worth	Lesson: I OF I
Performance Indicator: Learners can identify things to do to develop a sense of self identity and self-worth		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
References: OWOP Curriculum Pg. 20			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>	<p>Learners talk about themselves individually and appreciate the way God created them.</p> <p>Learners role play scenarios and engage in activities that teach them the importance of developing a strong self Identity.</p> <p>Learners compose poems/write essays about themselves and what they can do to feel more valued at home, school and the community.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>	<p>Learners talk about themselves individually and appreciate the way God created them.</p> <p>Learners role play scenarios and engage in activities that teach them the importance of developing a strong self Identity.</p> <p>Learners compose poems/write essays about themselves.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>	<p>Learners talk about themselves individually and appreciate the way God created them.</p> <p>Learners role play scenarios and engage in activities that teach them the importance of developing a strong self Identity.</p> <p>Learners compose poems/write essays about themselves.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Date:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's creation and Attributes	
Class: B2	Class Size:	Sub Strand: God the Creator	
Content Standard: B2. 1.1.1. Demonstrate an appreciation of God's creation		Indicator: B2.1.1.1.1 mention the attributes of God that reveal his nature	Lesson: I OF I
Performance Indicator: Learners can mention the attributes of God that reveal his nature		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 7			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Start with a related song.</p> <p>My god is so big So strong and so mighty There is nothing my god cannot do.</p>	<p>Group learners into three</p> <p>In groups, lead learners to discuss the attributes of God as the Sustainer of life:</p> <ul style="list-style-type: none"> - Giver of rain and sunshine, - the One who makes plants grow, - The Giver of air, etc. <p>Let learners mention other attributes of God in their local languages.</p> <p>Let learners explain the attributes of God relevant to their daily life, e.g. God gives life, rain and air.</p>	<p>Review the lesson with learners.</p> <p>Ask pupils to summarize the important points in the lesson</p> <p>Ask learners to draw and colure two things god created</p>

Date:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: My Country Ghana	
Class: B2	Class Size:	Sub Strand: The People of Ghana	
Content Standard: B2.2.1.1. Demonstrate knowledge of the ethnic groups in Ghana		Indicator: B2.2.1.1.1 identify the ethnic groups in each region of Ghana	Lesson: I OF I
Performance Indicator: • Learners can identify the ethnic groups in each region of Ghana		Core Competencies: Global citizenship, and digital literacy	
Teaching/ Learning Resources		A map of Ghana indicating the various ethnic groups.	
References: History Curriculum Pg. 10			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Paste a Ghana map showing the administrative regions on the board for to observe Ask to mention any thing they see on the map Have learners to mention the regions in the Ghana	Identify the administrative regions of Ghana Locate the ethnic groups in each region on a map of Ghana	What have we learnt today? The administrative regions in Ghana Group learners into three Display images of the regions in Ghana Learners are to identify from the images the administrative regions
	Paste a Ghana map showing the administrative regions on the board for to observe Ask to mention any thing they see on the map	With the aid of a slide / video / TV/internet, identify the regions and ethnic groups in Ghana Match the ethnic groups with their region	Engage learners in the “pupil as teacher” Group learners into three. Appoint learners from each group to summaries the important points of the lesson.

Date:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts	
Class: B2	Class Size:	Sub Strand: Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B2 1.2.2.1 /B2 1.2.3.1 Create own visual artworks using available visual arts media and methods.	Lesson: I OF I
Performance Indicator: Learners can create own visual artworks using available visual arts media and methods.		Core Competencies: Decision Making and Creativity	
Teaching/ Learning Resources		Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 36			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Revise some familiar rhymes and tongue-twisters taught. <u>Baa, Baa, Black Sheep</u> Baa, baa, black sheep Have you any wool. Yes sir, yes sir, three bags full. One for my master, one for his dame, One for the little boy who lives down the lane	Learners are to brainstorm on visual artworks that are produced or found in other parts of Ghana share ideas about the features of the visual artworks produced or found in those communities in Ghana. Make outline drawings to define those visual artworks. Use ideas they have gathered about visual artworks made or found in other communities to plan own artworks.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Have learners to sing some patriotic songs they know. Using questions and answers, review learners understanding in the previous lesson.	Learners are to discuss the history and culture of the people and identify the artworks found among the people. Create own artworks that reflect the history and culture of people in other parts of Ghana.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Date:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Listening and Speaking	
Class: B2	Class Size:	Sub Strand: Story Telling	
Content Standard: B2.1.4.1 Exhibit knowledge of listening to and retelling simple stories.		Indicator: B2.1.4.1.1-2 Retell part of a story and recognize the morals/values in a story.	Lesson: I OF I
Performance Indicator: Learners can retell part of a story and recognize the morals/values in a story.		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 63			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Tell or show a clip of an interesting story of not more than ten minutes long to learners. Discuss the clip with learners. Ask learners to retell it.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Have learners to write letter patterns in the air. Engage learners to sing songs and dance to it	Tell an interesting story. Show video of an interesting story. Discuss with learners the morals/values in the story they have heard or watched.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Let learners watch the video again. Assign roles to them and let them dramatize the first three scenes. Direct learners to dramatize the story.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Date:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor Skill & Movement Patterns	
Class: B2	Class Size:	Sub Strand: Manipulative skills	
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.		Indicator: B2.1.3.1.3: Roll a ball from stationary to a given point and back, using hands	Lesson: I OF I
Performance Indicator: Learners can roll a ball from stationary to a given point and back, using hands		Core Competencies: Communication and Critical Thinking	
Teaching/ Learning Resources	Pictures and Videos		
References: PE Curriculum Pg. 17			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Learners jog within demarcated area with their hands stretched sideways to warm their body up.</p> <p>Show pictures or videos of the skill to be learnt.</p>	<p>Learners demonstrate how to roll a ball from stationary using hands by placing a ball in front, bend the trunk forward and place the palm behind the ball, roll the ball forward while moving from one point to another (from walking to jogging and to running).</p> <p>Guide learners to practice individually and in groups.</p> <p>Observe them practice at their own pace and give corrective feedback for correct skill mastery.</p> <p>Learners can further use bats or sticks to roll the ball to challenge the fast learners.</p>	<p>Organize mini game for learners for fun and enjoyment to prevent boredom.</p> <p>Take learners through cool down to end the lesson.</p>

SCHEME OF LEARNING- WEEK 4

BASIC TWO

Name of School.....

Date:	DAY:	Subject: English Language				
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration				
Class: B2	Class Size:					
Content Standard: B2.1.5.1 B2.2.3.1 B2.4.4.1 B2.5.4.1 B2.6.1.1		Indicator: B2.1.5.1.1. B2.2.3.1.2. B2.4.4.1.1. B2.5.4.1.1 B2.6.1.1.1	Lesson: I OF I			
Performance Indicator: A. Learners can dramatize stories heard or read B. Learners can use words containing digraphs to make meaningful sentences. C. Learners can draw and label objects found in their environment D. Learners can use the simple present tense to express habitual actions E. Learners can read a variety of age and level-appropriate books and texts from print and non-print						
References: English Language Curriculum Pg.						
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION			
Monday	Led learners to recite a few rhymes <u>Jack and Jill</u> Jack and Jill went up the hill To fetch a pail of water Jack fell down and broke his crown And Jill came tumbling after	<u>A.ORAL LANGUAGE</u> (Dramatization and Role-Play Pg.41) Have learners select an interesting story heard or read in class. Discuss the story and have learners recall main events and characters. Select characters and assign them roles to play. Let learners role-play the story. Discuss moral values from the story. Have learners say whether or not they have enjoyed the drama and why	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. Have learners to read and spell the key words on the board.			
Tuesday	Engage learners to play “Get Out Of The Wagon” game. Three words are placed in a wagon/table. Example: <table style="display: inline-table; border: none; margin: 5px;"><tr><td style="border: 1px solid black; padding: 2px 10px;">cake</td><td style="border: 1px solid black; padding: 2px 10px;">rake</td><td style="border: 1px solid black; padding: 2px 10px;">king</td></tr></table> The child determines which word doesn't rhymes and tells it to 'get out of the wagon'	cake	rake	king	<u>B.READING</u> (Word Families Pg.51) Introduce learners to simple digraphs as in; ch- church ph- photo sh - shirt Have learners build as many words as possible from digraphs. Have learners form meaningful sentences with the words	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. Have learners to read and spell the key words on the board.
cake	rake	king				
Wednesday	Take learners through the creeping activities for them to exercise their wrists	<u>C.WRITING</u> (Labelling items Pg.58)	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.			

	<p>Learners to crawl under chairs, through a tunnel or on the field</p> <p>NB: crawling should be done in a clean environment</p>	<p>Take learners round to look at charts showing labelled objects.</p> <p>Put learners into groups and ask them to choose an area in the environment where they will want to make a list of objects found there (e.g. home, market, shops etc.).</p> <p>Let learners draw and label objects from the area studied by their group.</p> <p>Help them to edit their work particularly spelling and spacing. Let learners write their names under their work and post their charts on the walls of the classroom for peer review</p>	<p>Have learners to read and spell the key words on the board.</p>
Thursday	<p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc.</p>	<p><u>D.WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Action Words Pg.65)</p> <p>Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories every day.</p> <p>Create situations for learners to use the structure. e.g. <i>i. simple truths –Lemons are sour.</i> <i>ii. interest – I like playing football.</i> <i>iii. feelings – I am happy.</i> <i>iv. opinions – He is a good teacher.</i></p> <p>Introduce drills for learners to have practice.</p> <p>Put learners into small groups to discuss given topics, using the structures</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board.</p>
Friday	<p>Have a variety of age and level-appropriate books for learners to make a choice.</p> <p>Guide learners to select books.</p>	<p><u>C.EXTENSIVE READING</u></p> <p>Use the Author's chair to introduce the reading/ library time.</p> <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p>	<p>Call learners in turns to tell the whole class what they read.</p> <p>Let Learners draw parts of the story they read</p>

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B2	Class Size:	Sub Strand: Number Operations	
Content Standard: B2.1.2.1 Demonstrate conceptual understanding of operations of addition and subtraction with sums up to 100		Indicator: B2.1.2.1.1 Use conceptual understanding of addition and subtraction to add, and subtract numbers to 100	Lesson: I OF I
Performance Indicator: Learners can use conceptual understanding of addition and subtraction to add, and subtract numbers to 100		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Counters patterns made from manila cards	
New words			
References: Mathematics Curriculum Pg. 21			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>Send learners out of the class for a small exercise.</p> <p>Divide class into groups to play a type of football called “small poles”</p> <p>Ask learners to count each pole with their feet span four times. Introduce the lesson on the field by alerting learners how the poles were measured.</p>	<p>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</p> <p>Have learners to demonstrate how long objects in the class are, by using their feet and hand-span</p>	<p>What have we learnt today?</p> <p>Using hand, feet span and other referent materials in measuring.</p> <p>Let learners’ measure objects in the class by using their hand, feet span and other referent materials</p>
Tuesday	<p>Bring measuring bowls, cups, buckets etc. to class. Call students to fill each item with water.</p> <p>Learners record the volume of each item.</p> <p>Learners talk about the difference in volumes of the various items</p>	<p>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.</p> <p>Call out learners in groups to use empty containers such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much</p>	<p>What have we learnt today?</p> <p>Determining the capacities of bigger containers by using smaller containers.</p> <p>Review lesson with learners.</p>
Wednesday	<p>Write a number on the board and have learners to call out two or three addends that might give the answer on the board e.g. $25=10+10+5$ or $25=20+5$ and hence introduce the lesson</p>	<p>Add a given set of numbers in two different ways</p> <p>Example: $35 + 54$ 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</p> <p>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 $55 - 0 = 55$)</p> <p>Engage learner to solve several examples</p>	<p>Review lesson with learners by giving them home task to write in their workbooks</p>
Thursday	<p>Write a number on the board.</p>	<p>Match a word problem to a missing addend</p>	<p>What have we learnt today?</p>

	<p>Display number cards in front of the class.</p> <p>Call out learners to pick two cards that add up to the number on the board.</p>	<p>(e.g., $34 + \underline{\quad} = 57$),</p> <p>missing subtrahend (e.g. $27 - \underline{\quad} = 24$) or</p> <p>missing minuend ($\underline{\quad} - 54 = 63$) statement</p> <p>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).</p> <p>Engage learners in a lot of story problems for them to solve</p>	<p>Demonstrating the understanding of addition and subtraction.</p> <p>Review the lesson with learners by giving them task to write in their workbooks</p>
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Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity of Matter	
Class: B2	Class Size:	Sub Strand: Living And Non Living Things	
Content Standard: B2.1.1.2 Understand the differences between living non-living thing	Indicator: B2.1.1.2.2 Group things collected from the environment into living and non-living things	Lesson: I OF I	
Performance Indicator: • Learners can group things collected from the environment into living and non-living things		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Pictures of Plants and animals in the environment , plastics videos paper, metal woods		
New words			
References: Science Curriculum Pg. 37			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners bring pictures of various living and non-living things	Guide learners to group pictures into living and nonliving things Go on a nature walk, observe and collect things from the environment. Lead learners to group things collected from the environment into living and non-living things	What have we learnt today? Grouping things collected from the environment into living and non-living things Invite the class to tell you what they have learnt in the lesson using 'pupil as teacher method'
	Learners bring pictures of various living and non-living things	In groups learners work to sort out things into living and non-living things (based on the pictures and items collected from the environment). Learners give reasons for their groupings. Have learners to draw and color two things each of living and nonliving things.	What have we learnt today? Grouping things collected from the environment into living and non-living things Invite the class to tell you what they have learnt in the lesson using 'pupil as teacher method'
	Paste a hart on the board showing pictures of living and nonliving things as learners observe Have learners to talk about the chart and identify the names of things on the chart.	Draw and color some of the things collected. Project: Learners create some living and non-living things from materials such as clay, blu- tack, cardboard or paper.	What have we learnt today? Grouping things collected from the environment into living and non-living things Learners present their final work to the class for appraisal

Date:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B2	Class Size:	Sub Strand: My self	
Content Standard: B2.1.2.1. Demonstrate understanding of self as unique individual		Indicator: B2.1.2.1.1. Identify things to do to develop a sense of self identity and self-worth	Lesson: I OF I
Performance Indicator: • Learners can identify things to do to develop a sense of self identity and self-worth		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
References: OWOP Curriculum Pg. 20			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Led learners to recite few rhymes One little finger One little finger, one little finger, two little fingers Tap, tap, tap Point to the ceiling, Point to the floor, Put them on your head, HEAD! <i>(continue with the lyrics by pointing to all the body parts)</i>	Learners compose poems/write essays about themselves and what they can do to feel more valued at home, school and the community. 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 behavior and performance at home.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board.
	Led learners to recite few rhymes about the lesson My head my shoulders My head my shoulders, my knees, my toes My head my shoulders, my knees, my toes 2x They all belong to JESUS! (clap)	Learners compose poems/write essays about themselves and what they can do to feel more valued at home, school and the community. 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 behavior and performance at home.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board.

Date:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's creation and Attributes	
Class: B2	Class Size:	Sub Strand: God the Creator	
Content Standard: B2. 1.1.1. Demonstrate an appreciation of God's creation		Indicator: B2.1.1.1.1 mention the attributes of God that reveal his nature	Lesson: I OF I
Performance Indicator: • Learners can mention the attributes of God that reveal his nature		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 7			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Start with a related song.</p> <p>My god is so big So strong and so mighty There is nothing my god cannot do.</p>	<p>Group learners into three</p> <p>In groups, lead learners to discuss the attributes of God as the Sustainer of life:</p> <ul style="list-style-type: none"> - Giver of rain and sunshine, - the One who makes plants grow, - The Giver of air, etc. <p>Let learners mention other attributes of God in their local languages.</p> <p>Let learners explain the attributes of God relevant to their daily life, e.g. God gives life, rain and air.</p>	<p>Review the lesson with learners.</p> <p>Ask pupils to summarize the important points in the lesson</p> <p>Ask learners to draw and colure two things god created</p>

Date:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: My Country Ghana	
Class: B2	Class Size:	Sub Strand: The People of Ghana	
Content Standard: B2.2.1.1. Demonstrate knowledge of the ethnic groups in Ghana		Indicator: B2.2.1.1.1 identify the ethnic groups in each region of Ghana	Lesson: I OF I
Performance Indicator: • Learners can identify the ethnic groups in each region of Ghana		Core Competencies: Global citizenship, and digital literacy	
Teaching/ Learning Resources	A map of Ghana indicating the various ethnic groups.		
References: History Curriculum Pg. 10			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Paste a Ghana map on the board showing the administrative regions in Ghana.</p> <p>Have learners to talk about what they see</p>	<p>Guide learners to Identify the administrative regions of Ghana</p> <p>Locate the ethnic groups in each region on a map of Ghana</p> <p>With the aid of a slide or video show, identify the regions and ethnic groups in Ghana</p> <p>Match the ethnic groups with their region.</p>	<p>Review the lesson with learners by</p> <p>Ask pupils to summarize the important points in the lesson</p>
	<p>Have learners to identify some taboos and oaths in their community</p>	<p>List the administrative regions in the order in which they created (starting with the oldest region)</p> <p>Put learners in two groups. Display word cards with the various ethnic groups and administrative regions written on them.</p> <p>Call a member of one group to pick up one of the ethnic groups.</p> <p>Call a member from the other group and let him pick up the administrative region that match the ethnic group</p>	<p>Review the lesson with learners by</p> <p>Ask pupils to summarize the important points in the lesson</p>

Date:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Performing Arts	
Class: B2	Class Size:	Sub Strand: Planning, Making and Composing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B2 2.2.2.1 /B2 2.2.3.1 Compose own artworks using available performing arts instruments, resources and methods to represent performing artworks	Lesson: 1 OF 1
Performance Indicator: Learners can compose own artworks using available performing arts instruments, resources and methods to represent performing artworks		Core Competencies: Decision Making and Creativity	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 36			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners sing song and recite rhymes about work. Show pictures of earthenware for learners to observe and talk about them	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 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	Learners talk about what was interesting and made meaning to them in the lesson.
	Learners sing song and recite rhymes about work. Show pictures of earthenware for learners to observe and talk about them	Engage learners to role play music, dance and drama performances in the identified communities in Ghana, using available instruments and resources; Create own music, dance and drama to represent those performed by people in other communities in Ghana.	Learners talk about what was interesting and made meaning to them in the lesson.

Date:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Reading	
Class: B2	Class Size:	Sub Strand: Phonological & Phonemic Awareness	
Content Standard: B2.2.3.1 Demonstrate knowledge of hearing, recognising and differentiating sounds in spoken words.		Indicator: B2.2.3.1.1 Recognize and create words with the same sounds - initial and final position.	Lesson: I OF I
Performance Indicator: Learners can recognize and create words with the same sounds - initial and final position.		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 71			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Put learners into groups</p> <p>Write a list of items on the chalkboard by wrongly spelling them and allow students to self-correct them.</p> <p>Invite one person from each group to write their answers on the board</p>	<p>Let learners explore a rhyme.</p> <p>Write some words on the board.</p> <p>Lead learners to mention the words.</p> <p>Call learners to mention the words individually.</p> <p>Assist learners through discussion to recognize and create words with the same sounds in word initial and final positions.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to play the crossword game</p> <p>Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available</p>	<p>Write some words on the board.</p> <p>Lead learners to mention the words.</p> <p>Call learners to mention the words individually.</p> <p>Assist learners through discussion to recognize and create words with the same sounds in word initial and final positions.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Write some words on the board.</p> <p>Lead learners to mention the words.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

		<p>Call learners to mention the words individually.</p> <p>Assist learners through discussion to recognize and create words with the same sounds in word initial and final positions.</p>	
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Date:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor Skill & Movement Patterns	
Class: B2	Class Size:	Sub Strand: Manipulative skills	
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.		Indicator: B2.1.4.1.4: Demonstrate balance on the ground and on objects, using bases of support other than both feet.	Lesson: 1 OF 1
Performance Indicator: Learners can demonstrate balance on the ground and on objects, using bases of support other than both feet.		Core Competencies: Communication and Critical Thinking	
Teaching/ Learning Resources		Pictures and Videos	
References: PE Curriculum Pg. 18			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Take learners through general and specific warm ups.</p> <p>Learners warm up by doing knees boxing</p>	<p>Demonstrate balance on the ground by sitting on the ground, raise your feet off the ground and support the trunk with your hands for learners to observe.</p> <p>Sit on a chair and lift your feet off the ground. Guide learners to identify the chair as the base of support.</p> <p>Assessment: Organize mini game for learners for fun and enjoyment Learners practice with others as well as give support to others</p>	<p>Take learners through cool down to end the lesson</p>

SCHEME OF LEARNING- WEEK 5

BASIC TWO

Name of School.....

Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B2	Class Size:		
Content Standard: BI.1. 6.I BI.2.6.I BI.4.5.I BI.5. 5.I B2.6.I.I		Indicator: BI.1. 6.I.I. BI.2.6.I.I. BI.4.5.I.I. BI.5. 5.I.I. B2.6.I.I.I	Lesson: I OF I
Performance Indicator: A. Learners can use appropriate greetings for different times of the day B. Learners can read level-appropriate sight words and use many of them in meaningful sentences C. Learners can make a list of objects in the school D. Learners can identify adjectives and use them to describe self and other people E. Learners can read a variety of age and level-appropriate books and texts from print and non-print.			
References: English Language Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing songs and recite some familiar rhymes they know <u>ONE POTATO, TWO POTATOES</u> One potato, two potatoes, three potatoes, four Five potatoes, six potatoes, seven potatoes, more. One potato, two potatoes, three potatoes, four Five potatoes, six potatoes, seven potatoes, more	A. ORAL LANGUAGE (Conversation Pg.8) Revise daily greetings by having learners identify greeting times in the day. e.g. Morning-Good morning, Afternoon-Good afternoon, Evening-Good evening. Discuss the correct responses to these greetings. Let learners take turns to demonstrate greetings at different times of the day and also practice the appropriate responses. Discuss the importance of greetings	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Tuesday	Engage learners to play “Read-Cover- Write” game. Put word cards on the table, floor or a bowl. A pupil picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book. He then picks the card again and show it to the class. The class checks to see if the word is correct. The student with the correct number of words wins the game.	B. READING (Vocabulary Pg.23) Introduce the appropriate sight words beginning with the commonest. Write them on the board, e.g. chair, table, child, etc. Use the word “tree” to teach the sight words. Have learners repeat the words aloud. Tell a story and have learners identify sight words in the story.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson

		Have learners use the sight words in meaningful sentences, e.g. determiners - the: The boy is my friend.	
Wednesday	<p>Ask children to choose any 4 letters and write them in their books/on the floor.</p> <p>The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.</p> <p>The first child to cross out all 4 of their letters shouts BINGO!! and is the winner. This can also be played with high frequency words that the children know.</p>	<p>C. WRITING (Writing Sentences Pg.32)</p> <p>Guide learners with questions to talk about the various areas or places in the school e.g. head teacher's office, canteen etc.</p> <p>Put learners into groups. Let each group choose a name for their group and an area or place they want to work on.</p> <p>Let each group list the objects found in the place of their choice.</p> <p>Have a big chart on the wall and copy their lists on the chart. Let groups take turns to edit their work.</p> <p>Let learners copy the edited words into their books</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Engage learners to play the classroom ghost game. Teacher scatters objects in the classroom assuming it's a ghost. Example you could place some textbooks on the floor, put a pen on the window sill, etc.</p> <p>Put learners into pairs to make a note of what the ghost has moved around</p> <p>Example the books are the floor but they should be in the cupboard.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (Using Adjectives Pg.36)</p> <p>Have learners read level-appropriate texts describing people.</p> <p>Put learners in groups to discuss the texts read. Provide questions to help them identify the descriptive words.</p> <p>Have learners write simple sentences to describe themselves, using the descriptive words identified.</p> <p>Have learners write parallel sentences to describe their friends</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Have a variety of age and level-appropriate books for learners to make a choice.</p> <p>Guide learners to select books.</p>	<p>C. EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p> <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p>	<p>Call learners in turns to tell the whole class what they read.</p> <p>Let Learners draw parts of the story they read</p>

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B2	Class Size:	Sub Strand: Number Operations	
Content Standard: B2.1.2.1 Demonstrate conceptual understanding of operations of addition and subtraction with sums up to 100		Indicator: B2.1.2.1.1 Use conceptual understanding of addition and subtraction to add, and subtract numbers to 100	Lesson: I OF I
Performance Indicator: Learners can use conceptual understanding of addition and subtraction to add, and subtract numbers to 100		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Counters patterns made from manila cards		
New words			
References: Mathematics Curriculum Pg. 24			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>Add a given set of numbers in two different ways.</p> <p>e.g. $35 + 54$ and $54 + 35$</p> <p>or $18 + 12 + 3$</p> <p>and</p> <p>$3 + 18 + 12$</p> <p>Let learners understand by explaining why the order in which numbers are added does not change the sum.</p> <p>Give learners a set of numbers to add at their own pace. Encourage others by helping them to add.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u></p> <p>We class two We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class two can count very well.</p>	<p>Introduce learners to the concept of zero.</p> <p>Let learners understand that zero is a number which represent "nothing"</p> <p>Explain to learners why the difference or sum of two numbers is the same as the initial number when 0 is added or subtracted from that number.</p> <p>e.g., why $27 + 0 = 27$</p> <p>or $55 - 0 = 55$</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Wednesday	<p>Get a viral picture, a trending news on twitter, Facebook,</p>	<p>Guide learners to match a word problem to a missing addend</p> <p>e.g., $34 + \underline{\quad} = 57$</p>	<p>Give learners task to complete whiles you go round</p>

	<p>YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Guide learners to match a word problem to a missing subtrahend e.g. $27 - \underline{\quad} = 24$</p> <p>Guide learners to match a word problem to a missing minuend e.g. $\underline{\quad} - 54 = 63$</p>	<p>to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Thursday	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>Create an addition or subtraction number sentence and word problem for a number up to 100</p> <p>Example: Given the solution 53, create an addition or subtraction sentence with an answer of 53 and a corresponding word problem.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity of Matter	
Class: B2	Class Size:	Sub Strand: Materials	
Content Standard: B2.1.2.1 Recognise materials as important resources for providing human needs	Indicator: B2.1.2.1.1 Know the common properties of materials such as soft, hard, rough, smooth, opaque, transparent, bendable	Lesson: I OF I	
Performance Indicator: Learners can Know the common properties of materials such as soft, hard, rough, smooth, opaque, transparent, bendable		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Metals, woods plastics soil stones paper pencil crayons		
New words			
References: Science Curriculum Pg. 37			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Learners collect and bring a variety of everyday materials from the home, school and community.</p> <p>Materials should include items such as <i>cotton wool, pieces of cloths, pieces of paper, cardboard, wood, plastics, polythene bags, soil samples, marbles, chalk, crayon, pen, straws.</i></p> <p>Learners sort and group the materials based on texture (hard or soft), and size (big or small).</p> <p>Group materials into those that they can see through (transparent) and those that we cannot see through (opaque) with the teacher's assistance</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Play games, sing songs and recite familiar rhymes to begin the lesson.</p> <p>Using questions and answers, revise with learners on the previous lesson.</p>	<p>Provide materials that can bend, for learners to observe.</p> <p>Learners feel and draw materials that are hard, soft, smooth, etc.</p> <p>Learners display their drawings in class for discussion.</p> <p>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, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Date:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B2	Class Size:	Sub Strand: My Family & the community	
Content Standard: B2.1.3.1. Show appreciation of the roles of members of the family in their daily lives		Indicator: B2.1.3.1.1. Identify the role and responsibilities of the individual members of the family	Lesson: I OF I
Performance Indicator: • Learners can identify the role and responsibilities of the individual members of the family		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
References: OWOP Curriculum Pg. 21			


DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Learners, in turns, talk about their roles in the house. Example: Children run errands, performing house chores,</p> <p>Engage learners to role play some of the roles in the house.</p> <p>Let learners identify the roles of their parents in the family: Example: Parents provide shelter, food, security and education for their children, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Play games, sing songs and recite familiar rhymes to begin the lesson.</p> <p>Using questions and answers, revise with learners on the previous lesson.</p>	<p>Learners, in turns, talk about their roles in the school. Example: Children run errands, learning, etc.</p> <p>Engage learners to role play some of the roles in the school.</p> <p>Let learners identify the roles of people in the community. Example: Police protects people, Doctors care for the sick, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Learners role play the functions of the various members in the family and the community, e.g. learners play the role of a father, mother, police, doctor, teacher, etc.</p> <p>Teacher encourages learners to undertake their routine responsibilities without being commanded or prompted</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Date:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's creation and Attributes	
Class: B2	Class Size:	Sub Strand: The Environment	
Content Standard: B2.1.2.1. Appreciate the environment as God's creation		Indicator: B2.1.2.1.1 Explain the importance of the environment.	Lesson: I OF I
Performance Indicator: • Learners can explain the importance of the environment.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 7			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games, sing songs and recite familiar rhymes to begin the lesson.</p> <p>Using questions and answers, revise with learners on the previous lesson.</p>	<p>Take a nature walk of the school environment with learners to observe:</p> <p>- <i>things of natural existence (objects God created): trees, stones, animals, etc.,</i></p> <p>- <i>things created by humankind: buildings, cars, tables, chairs, etc.</i></p> <p>In groups, let learners examine things made by humankind and identify the materials used in making the things.</p> <p>Guide learners to talk about the importance of the environment.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Date:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: My Country Ghana	
Class: B2	Class Size:	Sub Strand: The People of Ghana	
Content Standard: B2.2.1.1. Demonstrate knowledge of the ethnic groups in Ghana		Indicator: B2.2.1.1.1 identify the ethnic groups in each region of Ghana	Lesson: 1 OF 1
Performance Indicator: • Learners can identify the ethnic groups in each region of Ghana		Core Competencies: Global citizenship, and digital literacy	
Teaching/ Learning Resources	A map of Ghana indicating the various ethnic groups.		
References: History Curriculum Pg. 10			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games, sing songs and recite familiar rhymes to begin the lesson.</p> <p>Using questions and answers, revise with learners on the previous lesson.</p>	<p>Revise with learners on the sixteen administrative regions and their capitals in Ghana.</p> <p>Call learners randomly for them to tell the regions they were born.</p> <p>Base on learners responses to introduce the Akan ethnic group.</p> <p>Find out from learners the language, cloths and food by the Akans.</p> <p>With the Aid of a Ghana map, guide learners to locate the regions that make up the Akan ethnic group.</p> <p>Show pictures or video on some practices of the Akan ethnic group.</p> <p>Discuss the Akan Ethnic group with learners.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Date:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts	
Class: B2	Class Size:	Sub Strand: Displaying and Sharing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B2.1.3.4.1 /B2.1.3.5.1 Plan for a display of own artworks that reflect the history and culture or way of life of people in other Ghanaian communities	Lesson: 1 OF 1
Performance Indicator: Learners can plan for a display of own artworks that reflect the history and culture or way of life of people in other Ghanaian communities		Core Competencies: Decision Making and Creativity	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 36			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to play games, sing songs and recite rhymes to begin the lesson.</p> <p>Using questions and answers review learners on the previous lesson.</p>	<p>Learners are to watch a short video or exhibition of artworks of people in other Ghanaian communities;</p>  <p>Discuss the need for displaying portfolio of own visual artworks.</p> <p>Plan a display of portfolio of own visual artworks to share ideas, educate and inform the public on the history and culture of other people in Ghana</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>
	<p>Engage learners to play games, sing songs and recite rhymes to begin the lesson.</p> <p>Using questions and answers review learners on the previous lesson.</p>	<p>Guide learners to make artworks on their own. It may include paintings, collage, paper work, drawings etc.</p> <p>Go round the class to ensure that learners are following the right orders.</p> <p>Learners to display portfolio of own visual artworks to educate and inform the public on the history and culture of people in the local community</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>

Date:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Reading	
Class: B2	Class Size:	Sub Strand: Phonics: letter & sound knowledge	
Content Standard: B2.2.4.1 Show an understanding of connecting sounds to letters and blending letters into syllables in order to read.		Indicator: B2.2.4.1.1-3 Use alphabetic knowledge to Blend syllables to produce simple words decode words.	Lesson: I OF I
Performance Indicator: Learners can use alphabetic knowledge to Blend syllables to produce simple words decode words.		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 72			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	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.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Have learners to write letter patterns in the air. Engage learners to sing songs and dance to it	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.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Write some simple sentences on the board. Lead learners to read the sentences. Call learners to read the simple sentences on the board as a group. Let learners read the sentences individually and correct them where necessary.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Date:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor Skill & Movement Patterns	
Class: B2	Class Size:	Sub Strand: Rhythmic skills	
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.		Indicator: B2.1.5.1.5: transfer weight from feet to hands and from hands to feet, landing with control.	Lesson: 1 OF 1
Performance Indicator: Learners can transfer weight from feet to hands and from hands to feet, landing with control.		Core Competencies: Communication and Critical Thinking	
Teaching/ Learning Resources	Pictures and Videos		
References: PE Curriculum Pg. 18			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Take learners through general and specific warm ups.	<p>Learners stand shoulder width apart.</p> <p>Let them transfer weight from the feet to the hands sideways by bending the trunk laterally and placing the hand on the ground after warm-ups and demonstration.</p> <p>Transfer weight momentarily from feet to one hand to the other in hand stand position.</p> <p>This process is continuous rotational movement of the body through landing on both feet and back to standing position with control (cartwheel).</p> <p>Learners practice with support and feedback.</p> <p>Allow learners to progress at their own pace.</p>	<p>Have learners to practice individually and in groups.</p> <p>Help those who finds it difficult and help them</p> <p>Assessment: Organize mini game for learners for fun and enjoyment.</p> <p>Take learners through cool down to end the lesson</p>

SCHEME OF LEARNING- WEEK 6

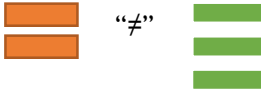
BASIC TWO

Name of School.....

Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B2	Class Size:		
Content Standard: B2.1.6.1 B2.2.6.1 B2.4.5.1 B2.5.5.1 B2.6.1.1		Indicator: B2.1.6.1.2. B2.2.6.1.1. B2.4.5.1.1. B2.5.5.1.1. B2.6.1.1.1	Lesson: I OF I
Performance Indicator: A. Learners can talk about events at home B. Learners can read level-appropriate sight words, understand and use many of them in meaningful sentences C. Learners can write simple sentences to express feelings 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			
References: English Language Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Gather 10 objects that can be found in the classroom and lay them all out on the desk. Show them all to the students and then cover everything with a blanket or a sheet after one minute. Ask learners to write down as many items they remember on a piece of paper.	A. ORAL LANGUAGE (Conversation Pg.42) 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	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Tuesday	Write a simple word vertically on the board . E.g. P E N Invite learners to come up with a word starting with each letter of the vertical word.	B. READING (Vocabulary Pg.52) 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.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson


		Use think-pair-share to have learners form sentences with them	
Wednesday	<p>Have learners sing songs and recite familiar rhymes</p> <p><u>MINGLE MINGLE</u></p> <ul style="list-style-type: none"> •Mingle, mingle – mingle 2x Two mingle (2 come together) •Mingle, mingle – mingle 2x Three mingle (3 come together) •Mingle, mingle – mingle 2x four mingle (4 come together) 	<p><u>C.WRITING</u> (Writing Simple Words Pg.59)</p> <p>Put learners in groups to share their feelings.</p> <p>Let each one write, at least, one sentence to express a feeling, e.g. "I am happy."</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Write a simple word vertically on the board . E.g. P E N</p> <p>Invite learners to come up with a word starting with each letter of the vertical word.</p>	<p><u>D.WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Adjectives Pg.66)</p> <p>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</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Have a variety of age and level-appropriate books for learners to make a choice.</p> <p>Guide learners to select books.</p>	<p><u>C.EXTENSIVE READING</u></p> <p>Use the Author's chair to introduce the reading/ library time.</p> <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p>	<p>Call learners in turns to tell the whole class what they read.</p> <p>Let Learners draw parts of the story they read</p>

Week Ending:	DAY:	Subject: Mathematics
Duration: 60mins per lesson		Strand: Number
Class: B2	Class Size:	Sub Strand: Number Operations
Content Standard: B2.1.2.2 Demonstrate an understanding of the concept of “not equal to” to solve addition and subtraction problems with sums up to 100		Indicator: B2.1.2.2.1 use the concept of "equal to" and "not equal to" to solve addition and subtraction problems with sums up to 100.
Performance Indicator: Learners can use the concept of "equal to" and "not equal to" to solve addition and subtraction problems with sums up to 100.		Lesson: I OF I
Teaching/ Learning Resources		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;
New words		Counters patterns made from manila cards
References: Mathematics Curriculum Pg. 24		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION																
Monday	Have learners to solve for the missing numbers in the empty cells <table border="1" style="margin: 10px auto;"> <tr><td>+</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>1</td><td>2</td><td></td><td>4</td></tr> <tr><td>2</td><td></td><td>4</td><td></td></tr> <tr><td>3</td><td>4</td><td></td><td></td></tr> </table>	+	1	2	3	1	2		4	2		4		3	4			Explain to learners that “≠” means “not the same as” or “not equal to” Use models to explain “not the same as” or “not equal to” using the symbol “≠” Put two red blocks aside and four yellow blocks aside. Have learners to count each set and record it. Have learners to tell the difference by saying the yellow blocks is more than the red blocks by 2. Hence 5 red blocks “≠” seven yellow blocks 	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
+	1	2	3																
1	2		4																
2		4																	
3	4																		
Tuesday	Engage learners to Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number	Changing two given sets, equal in size, to create sets that are not equal (e.g., change = to ≠), explain the changes made and why. Use models to demonstrate to learners how to make two given sets unequal. Show two sets of blocks to learners. Have learners to count each set and record. Take away a block from one set. Learners realize that the blocks are not equal again.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson																
Wednesday	Engage learners to sing the song We class six We can count We count 1,2,3,4,5	Determining whether two sides of a given number sentence are equal or not and using the appropriate symbol to	Give learners task to complete while you go round the class to support those who might need extra help.																

	<p>We count 6,7,8,9,10 We class six can count very well.</p>	<p>represent the relationship (e.g., $16 \neq 8 + 5$)</p> <p>Have learners to use a symbol (\square) to represent an unknown in addition/subtraction statements to 100.</p>	<p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>	<p>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.</p> <p>For example: subtract $40 - 28$ is the same as finding the number that must be added to 28 to make 40.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Engage learners to sing I'm counting one, what is one</p> <ul style="list-style-type: none"> • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister 	<p>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.</p> <p>For example: subtract $40 - 28$ is the same as finding the number that must be added to 28 to make 40.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity of Matter	
Class: B2	Class Size:	Sub Strand: Materials	
Content Standard: B2.1.2.2 Know that substances can exist in different physical states (solid, liquid, gas): many substances can be changed from one state to another by heating or cooling	Indicator: B2.1.2.2.1 describe the properties of solids, liquids, and gases	Lesson: I OF I	
Performance Indicator: Learners can describe the properties of solids, liquids, and gases		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Metals, woods plastics soil stones paper pencil crayons	
New words			
References: Science Curriculum Pg. 38			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play a game of "I spy" with learners using riddles that describes the relative position of various object, e.g. "I spy something that is beside the chair, in front of the bookcase, etc.	Display different materials in solid, liquid or gaseous state, e.g. <i>ice, water, vapor, fruit juice, oil and gravels.</i> Learners observe the materials and describe their properties in terms of appearance, shape, flow, and how easily they can be squeezed, stretched and compressed. Put learners into groups. Share materials among the groups. Let them note down the properties of the materials and present their work to the class.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Paste a chart showing pictures of different materials on the board. Have learners to observe the pictures on the chart Learners to talk about the pictures Have learners to identify the names of items on the chart In groups learners sort out more materials into solids, liquids and gases	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Play a game of "I spy" with learners using riddles that describes the relative position of various object, e.g. "I spy something that is beside the	Demonstrate the formation of vapor (gaseous state) by boiling water.	Ask learners questions to review their understanding of the lesson.

	<p>chair, in front of the bookcase, etc.</p>	<p>Water vapor can be produced from the evaporation or boiling of liquid water or from sublimation of ice.</p> <p>Use boiling to demonstrate the formation of vapor</p> 	<p>Give learners task to do whiles you go round to guide those who need help.</p>
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Date:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B2	Class Size:	Sub Strand: My Family & the community	
Content Standard: B2.1.3.1. Show appreciation of the roles of members of the family in their daily lives		Indicator: B2.1.3.1.1. Identify the role and responsibilities of the individual members of the family	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can identify the role and responsibilities of the individual members of the family 		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
References: OWOP Curriculum Pg. 21			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Learners, in turns, talk about their roles in the house. Example: Children run errands, performing house chores,</p> <p>Engage learners to role play some of the roles in the house.</p> <p>Let learners identify the roles of their parents in the family: Example: Parents provide shelter, food, security and education for their children, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Play games, sing songs and recite familiar rhymes to begin the lesson.</p> <p>Using questions and answers, revise with learners on the previous lesson.</p>	<p>Learners, in turns, talk about their roles in the school. Example: Children run errands, learning, etc.</p> <p>Engage learners to role play some of the roles in the school.</p> <p>Let learners identify the roles of people in the community. Example: Police protects people, Doctors care for the sick, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Learners role play the functions of the various members in the family and the community, e.g. learners play the role of a father, mother, police, doctor, teacher, etc.</p> <p>Teacher encourages learners to undertake their routine responsibilities without being commanded or prompted</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Date:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's creation and Attributes	
Class: B2	Class Size:	Sub Strand: The Environment	
Content Standard: B2.1.2.1. Appreciate the environment as God's creation		Indicator: B2.1.2.1.1 Explain the importance of the environment.	Lesson: I OF I
Performance Indicator: • Learners can explain the importance of the environment.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 7			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games, sing songs and recite familiar rhymes to begin the lesson.</p> <p>Using questions and answers, revise with learners on the previous lesson.</p>	<p>Take a nature walk of the school environment with learners to observe:</p> <p>- <i>things of natural existence (objects God created): trees, stones, animals, etc.,</i></p> <p>- <i>things created by humankind: buildings, cars, tables, chairs, etc.</i></p> <p>In groups, let learners examine things made by humankind and identify the materials used in making the things.</p> <p>Guide learners to talk about the importance of the environment.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Date:	DAY:	Subject: History
Duration: 60mins per lesson		Strand: My Country Ghana
Class: B2	Class Size:	Sub Strand: The People of Ghana
Content Standard: B2.2.1.1. Show understanding of the characteristics of some of the ethnic groups in Ghana		Indicator: B2.2.1.1.1 identify the ethnic groups in each region of Ghana
Performance Indicator: Learners can identify the ethnic groups in each region of Ghana		Lesson: I OF I
Teaching/ Learning Resources		Core Competencies: Global citizenship, and digital literacy
		A map of Ghana indicating the various ethnic groups.
References: History Curriculum Pg. 10		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Engage learners to play the “Lucky Dip game”</p> <p>Learners take turns to dip their hands into a box containing the administrative regions in Ghana.</p> <p>Learners are supposed to pick a card in the box and say the regional capital.</p> <p>Ask learners to mention some of the foods they eat at home.</p> <p>Elaborate on learners responses and introduce the Ewe ethnic group.</p> <p>Paste a chart of pictures on the board depicting the dressing, foods and people of the Ewe ethnic group.</p> <p>Have learners to talk about the pictures and relate to them.</p> <p>Guide learners to discuss the Ewe ethnic group.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Invite learners to the front of the classroom to show off their dancing moves in any of the traditional dance.</p> <p>Learners to appreciate themselves and talk a little about their dances. e.g. adowa, kete, abgaza, boboobo, kpanlongo etc.</p> <p>Revise with learners on the Akan and Ewe ethnic groups.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>


		<p>With the aid of a slide or video, identify and discuss the Ga-Adangbe ethnic group in Ghana.</p> <p>Have learners match some towns to their respective ethnic groups.</p>	
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Date:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Performing Arts	
Class: B2	Class Size:	Sub Strand: Displaying and Sharing	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B2.2.3.4.1/B2.2.3.5.1 Perform own artworks to reflect the history and culture of people in other communities in Ghana.	Lesson: 1 OF 1
Performance Indicator: Learners can perform own artworks to reflect the history and culture of people in other communities in Ghana.		Core Competencies: Decision Making and Creativity	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 50 & 54			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Learners are to watch pictures of performances that reflect the history and culture of the Ghanaian people.</p> <p>Let learners talk about the pictures and tell the class the part of the pictures that interest them most.</p> <p>Learners to perform parts of the video in groups.</p> <p>Discuss the need for performing compositions of own music, dance, drama, poetry, etc.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Guide learners to plan a display of portfolio of own music, dance or drama</p> <p>Have learners talk about how they felt performing their own compositions.</p> <p>Learners to talk about</p> <p><i>i. what they learnt from the performance of other groups.</i></p> <p><i>ii. what other things they would want to do to improve upon their compositions.</i></p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Date:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Reading	
Class: B2	Class Size:	Sub Strand: Phonics: letter & sound knowledge	
Content Standard: B2.2.4.2 Recognise and read words with identical sounds		Indicator: B2.2.4.2.1-3 Read simple poems and recognize rhyming words.	Lesson: I OF I
Performance Indicator: Learners can read simple poems and recognize rhyming words.		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 73			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Write words on th board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson</p>	<p>Write some words on the board and lead learners to read the words.</p> <p>Lead learners to recognize the words with identical sounds among the words you have written.</p> <p>Let learners listen to and say words with identical sounds from simple sentences.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Let learners explore a rhyme.</p> <p>Write a simple poem on the board. Lead learners to explore the poem.</p> <p>Call learners to explore the poem individually.</p> <p>Lead learners to explore the poem again with gestures.</p> <p>Assist learners to read simple poems and lead learners to recognize rhyming words.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them.</p>	<p>Let learners explore a poem.</p> <p>Write some diagraphs and the letters of the alphabet on the board.</p> <p>Let learners say the letters of the alphabet.</p> <p>Assist learners to recognize diagraphs from the letters of the alphabet</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Date:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Motor Skill & Movement Patterns	
Class: B2	Class Size:	Sub Strand: Rhythmic skills	
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.		Indicator: B2.1.6.1.6: Strike a ball continuously in an upward or forward motion, using a hand and foot	Lesson: 1 OF 1
Performance Indicator: Learners can strike a ball continuously in an upward or forward motion, using a hand and foot		Core Competencies: Communication and Critical Thinking	
Teaching/ Learning Resources	Pictures and Videos		
References: PE Curriculum Pg. 18			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Take learners through general and specific warm ups.	<p>Stand at shoulder width apart with the foot opposite the striking hand slightly forward.</p>  <p>Toss a ball up and wing the arm forward to strike the ball at the bottom upward.</p> <p>Follow the ball and strike it as it drops continuously until it drops.</p> <p>Guide learner s to practice at their own pace.</p>	<p>Have learners to practice individually and in groups.</p> <p>Help those who finds it difficult and help them</p> <p>Assessment: Organize mini game for learners for fun and enjoyment.</p> <p>Take learners through cool down to end the lesson</p>

SCHEME OF LEARNING- WEEK 7

BASIC TWO

Name of School.....

Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B2	Class Size:		
Content Standard: B2.1.7.1 B2.2.6.1 B2.4.7.1 B2.5.7.1 B2.6.1.1		Indicator: B2.1.7.1.1. B2.2.6.1.1. B2.4.7.1.1. B2.5.7.1.1. B2.6.1.1.1	Lesson: I OF I

Performance Indicator:

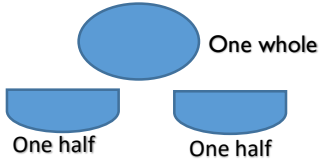


- A. Learners can listen to and interact actively with drama
- B. Learners can read level-appropriate sight words and use them in meaningful sentences
- C. Learners can write or copy correct sentences from substitution tables
- D. Learners can identify prepositions in sentences to indicate days, dates and places
- E. Learners can read a variety of age and level-appropriate books and texts from print and non-print.


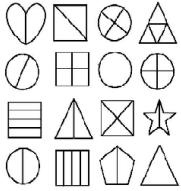
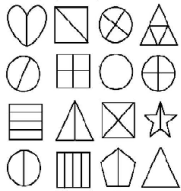
References: English Language Curriculum Pg.

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION																																																																								
Monday	Engage learners to sing songs and recite familiar rhymes <u>LITTLE POLLY FLINDERS</u> Little Polly flinders Sat among the cinders Warming her pretty little toes! Her mother came and caught her, And whipped her little daughter, For spoiling her nice new clothes.	<p style="text-align: center;">A. ORAL LANGUAGE (Listening Comprehension Pg.43)</p> 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. 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. Have learners retell the story. Let learners role-play the story.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. Have learners to read and spell the key words on the board																																																																								
Tuesday	Engage learners to play "Get Out Of The Wagon" game. Three words are placed in a wagon/table. Example: <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px;">cake</div> <div style="border: 1px solid black; padding: 2px 10px;">rake</div> <div style="border: 1px solid black; padding: 2px 10px;">king</div> </div> The child determines which word doesn't rhyme and	<p style="text-align: center;">B. READING (Vocabulary Pg.52)</p> 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. Assessment: Have learners repeat the words aloud a number of times.	Paste sight words chart for learners to read and spell each word <table border="1" style="border-collapse: collapse; text-align: center; font-size: small;"> <tr> <td>1</td><td>big</td><td>2</td><td>into</td><td>3</td><td>my</td><td>4</td><td>like</td><td>5</td><td>all</td><td>6</td><td>look</td> </tr> <tr> <td>1</td><td>into</td><td>2</td><td>here</td><td>3</td><td>little</td><td>4</td><td>she</td><td>5</td><td>into</td><td>6</td><td>like</td> </tr> <tr> <td>1</td><td>she</td><td>2</td><td>big</td><td>3</td><td>at</td><td>4</td><td>like</td><td>5</td><td>my</td><td>6</td><td>she</td> </tr> <tr> <td>1</td><td>at</td><td>2</td><td>all</td><td>3</td><td>look</td><td>4</td><td>here</td><td>5</td><td>little</td><td>6</td><td>at</td> </tr> <tr> <td>1</td><td>into</td><td>2</td><td>my</td><td>3</td><td>like</td><td>4</td><td>she</td><td>5</td><td>big</td><td>6</td><td>here</td> </tr> <tr> <td>1</td><td>look</td><td>2</td><td>here</td><td>3</td><td>little</td><td>4</td><td>into</td><td>5</td><td>all</td><td>6</td><td>like</td> </tr> </table>	1	big	2	into	3	my	4	like	5	all	6	look	1	into	2	here	3	little	4	she	5	into	6	like	1	she	2	big	3	at	4	like	5	my	6	she	1	at	2	all	3	look	4	here	5	little	6	at	1	into	2	my	3	like	4	she	5	big	6	here	1	look	2	here	3	little	4	into	5	all	6	like
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	tells it to 'get out of the wagon'												
Wednesday	<p>Have learners recite familiar rhymes.</p> <p>FIVE LITTLE DUCKS Five little ducks went out one day, Over the hills and far away, Mother duck said "Quack, quack, quack" But only 4 little ducks came back.</p>	<p>C. WRITING <i>(controlled writing Pg.61)</i> Have a simple 3-4 column substitution table on the board.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>I</td> <td>Sing</td> <td rowspan="3" style="text-align: center;">at</td> <td>School</td> </tr> <tr> <td>We</td> <td>Play</td> <td>Home</td> </tr> <tr> <td>The boys</td> <td>Read</td> <td>The park</td> </tr> </table> <p>Have learners identify the words that make up the table.</p> <p>With an example, let learners form sentences from the substitution table.</p> <p>Have learners read out their sentences and write down their sentences in their books.</p>	I	Sing	at	School	We	Play	Home	The boys	Read	The park	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
I	Sing	at	School										
We	Play		Home										
The boys	Read		The park										
Thursday	<p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE <i>(using prepositions Pg.66)</i></p> <p>Identify prepositions in sentences to indicate days, dates and places.</p> <p>Preposition of time allows you to discuss a specific time period such as a date on the calendar, one of the days of the week. Examples: i. My birthday falls <u>in</u> January ii. Birds often migrate <u>in</u> spring and autumn. iii. Breakfast is a meal which is generally eaten <u>in</u> the morning. iv. My brother John was born <u>on</u> September 3rd. v. We always have a huge celebration <u>on</u> New Year's Eve</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>										
Friday	<p>Have a variety of age and level-appropriate books for learners to make a choice.</p> <p>Guide learners to select books.</p>	<p>C. EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p> <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p>	<p>Call learners in turns to tell the whole class what they read.</p> <p>Let Learners draw parts of the story they read</p>										

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B2	Class Size:	Sub Strand: Fractions	
Content Standard: B2.1.3.1 Develop an understanding of halves and fourths using concrete and pictorial representations		Indicator: B2.1.3.1.1 understand the fraction one-half and one-quarter.	Lesson: 1 OF 1
Performance Indicator: Learners can understand the fraction one-half and one-quarter.		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Counters patterns made from manila cards		
New words			
References: Mathematics Curriculum Pg. 29			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage Learners to sing the song <u>WE CAN COUNT</u> We class two We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class two can count very well.	Use concrete objects to explain the fraction one-fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts. Display a whole apple for learners to observe. Cut the full apple into two equal parts. Show to learners that the two halves make up the whole.  Have learners to further cut the one half into equal parts  Have learners to demonstrate with other objects to find the relationship between a whole, one half and one quarter	Review lesson with Learners by giving them task to solve in their workbooks.
Tuesday	Engage Learners to Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their	Use pictorial representations to explain the fraction one-fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts. 	Review lesson with Learners by giving them task to solve in their workbooks.

	fingers up to show the number	<p>Have Learners to identify the odd color out, depicting one quarter of the whole.</p> <p>Have learners to explore with several pictorial representations to demonstrate one half and one quarter</p>	
Wednesday	<p>Engage learners to sing I'm counting one, what is one</p> <ul style="list-style-type: none"> • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Saviour • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God 	<p>Use pictorial representations to explain the fraction one-fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.</p>  <p>Have learners to identify the odd color out, depicting one quarter of the whole</p> <p>Have learners to explore with several pictorial representations to demonstrate one half and one quarter</p>	Review lesson with Learners by giving them task to solve in their workbooks.
Thursday		<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are one-fourths.</p>  <p>Have learners to make judgments on their groupings.</p> <p>Have learners to draw different representations to mean one fourths</p>	Review lesson with Learners by giving them task to solve in their workbooks.
Friday	<p>Engage Learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are one-fourths.</p> 	Review lesson with Learners by giving them task to solve in their workbooks.


		Have Learners to draw different representations to mean one fourths.	
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Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity of Matter	
Class: B2	Class Size:	Sub Strand: Materials	
Content Standard: B2.1.2.3 Understand mixtures, the types, their formation, uses and ways of separating them into their components	Indicator: B2.1.2.3.1 Describe a solid–solid mixture and explain how to separate the components	Lesson: I OF I	
Performance Indicator: Learners can describe a solid–solid mixture and explain how to separate the components		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	sand, gari, saw dust, chalk, charcoal and cowpea		
New words			
References: Science Curriculum Pg. 38			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Learners watch a video and pictures on solid-solid mixtures.</p> <p>Provide learners with solid materials for them to observe, e.g. sand, gari, saw dust, chalk, charcoal and cowpea.</p> <p>Learners combine two materials at a time and observe what happens.</p> <p>Learners talk about the mixtures they have formed.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Ask learners whether the products they have formed are the same as the individual materials. How will they call the material combinations they have formed?</p> <p>Assist learners to understand that when they mix two or more things together, they form a mixture and that no new thing forms even though the starting and ending substances may look different from each other.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

Date:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B2	Class Size:	Sub Strand: Home & School	
Content Standard: B2.1.4.1. Demonstrate understanding of the need to obey rules		Indicator: B2.1.4.1.1. Explain the need for obeying rules in the home and school	Lesson: I OF I
Performance Indicator: • Learners can explain the need for obeying rules in the home and school		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
References: OWOP Curriculum Pg. 21			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and recite familiar rhymes <u>MINGLE MINGLE</u> •Mingle mingle – mingle 2x Two mingle (2 come together) •Mingle mingle – mingle 2x Three mingle (3 come together) •Mingle mingle – mingle 2x four mingle (4 come together)	Invite learners in turns to talk about some of the rules observed in their homes and schools Have learners to relate to some of the rules in the home and school Learners work in groups to talk about rules in the home, school and community.	What have we learnt today? The need for obeying rules in the home and school Learners to summarize the important points in the lesson
	Engage learners to sing songs and recite familiar rhymes <u>JOHNNY JOHNNY</u> Johnny, Johnny, yes papa Eating sugar, yes papa Telling lies, no papa Open your mouth ha! Ha! Ha!	Revise with learners on the previous lesson through questions and answers Share roles and have Learners role play scenarios on obeying rules in the home, school and community. Learners compose rhymes on obeying rules in the home and school.	What have we learnt today? The need for obeying rules in the home and school Learners to summarize the important points in the lesson

Date:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's creation and Attributes	
Class: B2	Class Size:	Sub Strand: The Environment	
Content Standard: B2.1.2.1. Appreciate the environment as God's creation		Indicator: B2.1.2.1.2: demonstrate human activities that destroy God's creation or the environment	Lesson: I OF I
Performance Indicator: • Learners can demonstrate human activities that destroy God's creation or the environment		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 8			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Paste pictures on the board.  Have learners to talk about the pictures	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. Let learners draw and color various aspects of the environment: - safe environment, - unsafe environment, etc. Let learners talk about the desired environment. Group learners to record data on human activities that destroy the environment and present to class for discussion.	What have we learnt today? Effects of human activities on the environment. Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently

Date:	DAY:	Subject: History
Duration: 60mins per lesson		Strand: My Country Ghana
Class: B2	Class Size:	Sub Strand: The People of Ghana
Content Standard: B2.2.1.1. Show understanding of the characteristics of some of the ethnic groups in Ghana		Indicator: B2.2.1.1.1 identify the ethnic groups in each region of Ghana
Performance Indicator: • Learners can identify the ethnic groups in each region of Ghana		Lesson: I OF I
Teaching/ Learning Resources		Core Competencies: Global citizenship, and digital literacy
A map of Ghana indicating the various ethnic groups.		
References: History Curriculum Pg. 10		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Revise with learners on the sixteen administrative regions and their capitals in Ghana.</p> <p>Call learners randomly for them to tell the regions they were born.</p> <p>Base on learners responses to introduce the Mole Dagbani ethnic group.</p> <p>Find out from learners the language, cloths and food by the Mole Dagbanis.</p> <p>With the Aid of a Ghana map, guide learners to locate the regions that make up the Mole Dagbani ethnic group.</p> <p>Show pictures or video on some practices of the Mole Dagbani ethnic group.</p> <p>Discuss the Mole Dagbani Ethnic group with learners.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Have learners form a circle and stand at the center with a ball. All you have to do is to name a region and pass the ball to the student.</p> <p>Let them toss it to another as they also mention any of the sixteen region. If they repeat a region or cannot say any more words, they sit down. The last man standing wins!</p> <p>Ask learners to mention some of the foods they eat at home.</p> <p>Elaborate on learners responses and introduce the Guan ethnic group.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

		<p>Paste a chart of pictures on the board depicting the dressing, foods and people of the Guan ethnic group.</p> <p>Have learners to talk about the pictures and relate to them.</p> <p>Guide learners to discuss the Guan ethnic group.</p>	
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Date:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts	
Class: B2	Class Size:	Sub Strand: Appreciating and Appraising	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B2.1.4.6.1 /B2.1.4.7.1 Agree on guidelines for viewing visual artworks and for expressing own feelings and thoughts about own and others' displayed artworks.	Lesson: 1 OF 1
Performance Indicator: Learners can agree on guidelines for viewing visual artworks and for expressing own feelings and thoughts about own and others' displayed artworks.		Core Competencies: Decision Making and Creativity	
Teaching/ Learning Resources		Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 50 & 54			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Appreciating in art is the ability of people to look at a work of art and understand how the work was made.</p> <p>Explain to learners the guidelines and have them agree to it.</p> <ul style="list-style-type: none"> ➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i> ➤ The subject matter: <i>this stage talks about the meaning of the work.</i> ➤ Appraisal: <i>this stage talks of the use of the artwork.</i> ➤ Experience to share: <i>this stage talks about the design process</i> 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson</p>	<p>Learners are to display selected works that reflect the history and culture of the people of Ghana.</p> <p>Talk about the works dispassionately using the developed guidelines.</p> <p>Use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks.</p> <p>Record the activity and share using a social media platform accepted by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp).</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt.</p>

Date:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Writing	
Class: B2	Class Size:	Sub Strand: Penmanship & Handwriting	
Content Standard: B2.3.1.1 Understand how to copy sentences clearly; write letters or words and practice saying those that give them difficulty.		Indicator: B2.3.1.1.1-3 write letters clearly and boldly.	Lesson: I OF I
Performance Indicator: Learners can write letters clearly and boldly.		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 77			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play the “ Find your word ” game Choose 5-6 letters that the learners know and make 5-10 cards with each sound on. Give each child a card and ask them to remember the sounds and hide it. They walk around the classroom making that sound and find other children saying the same sound. They form groups of the same sound and make four words beginning with that sound.	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. Display letter cards on the teachers table. Using a sand tray, call out learners in turns to pick letter cards and write it.	What have we learnt today? Writing letters clearly and boldly. Review the lesson with learners.
	Have learners to sing songs and recite familiar rhymes they know. <u>ALPHABET</u> Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M ,N,O,P,Q,R,S,T,U,V,W,X,Y,Z.	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	What have we learnt today? Writing words clearly and boldly Review the lesson with learners.
	Have learners to sing songs and recite familiar rhymes they know. <u>ALPHABET</u>	Write simple sentences boldly on the board. Lead learners to read the sentences.	What have we learnt today? Copying simple sentences clearly and boldly.

	Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M ,N,O,P,Q,R,S,T,U,V,W,X,Y,Z.	Assist learners to write the sentences boldly and clearly.	Review the lesson with learners.
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Date:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Movement Concepts	
Class: B2	Class Size:	Sub Strand: Space Awareness	
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.		Indicator: B2.2.2.2.1: Explain open spaces	Lesson: I OF I
Performance Indicator: Learners can explain open spaces		Core Competencies: Communication and Critical Thinking	
Teaching/ Learning Resources	Pictures and Videos		
References: PE Curriculum Pg. 23			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and recite familiar rhymes in relation to the lesson	<p>Revise with learners on General Space.</p> <p><i>General space is the space within a bounded area that a person can move through using any means of locomotion.</i></p> <p>Caution learners to keep their eyes up watching to avoid others. Look for and move to “open space”, thus where others are not.</p> <p>Engage Learners in a short activity to demonstrate open space by moving to free space within the demarcated working area.</p> <p>From their personal space, ask them to move (<i>jog, run at varied speed</i>) to open space within the working boundaries.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt.</p>

SCHEME OF LEARNING- WEEK 8

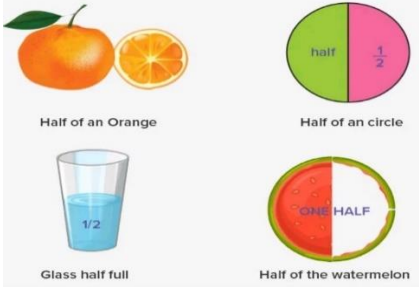
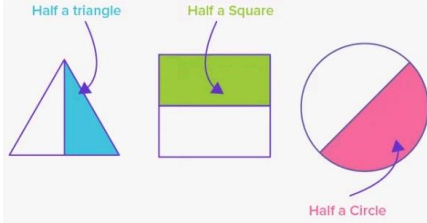
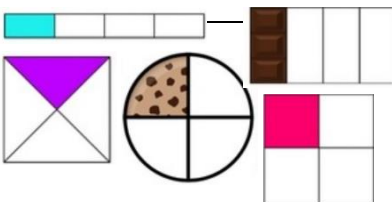
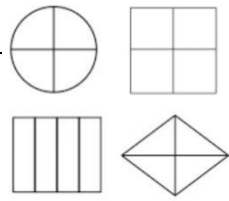
BASIC TWO

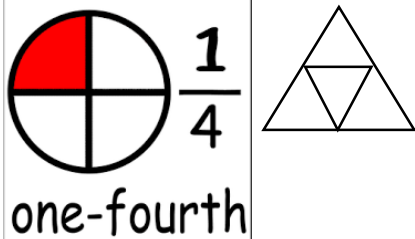

Name of School.....

Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B2	Class Size:		
Content Standard: B2.1.7.1 B2.2.7.1 B2.4.7.1 B2.5.7.1 B2.6.1.1		Indicator: B2.1.7.1.1. B2.2.7.1.2. B2.4.7.1.2. B2.5.7.1.2. B2.6.1.1.1	Lesson: I OF I
Performance Indicator:			
<p>A. Learners can listen to and interact actively with drama</p> <p>B. Learners can ask and answer factual and inferential questions about level appropriate texts</p> <p>C. Learners can match parts of sentences to compose meaningful texts</p> <p>D. Learners can use prepositions to form simple sentences to indicate position and time</p> <p>E. Learners can read a variety of age and level-appropriate books and texts from print and non-print.</p>			
References: English Language Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE POLLY FLINDERS</u> Little Polly flinders Sat among the cinders Warming her pretty little toes! Her mother came and caught her, And whipped her little daughter, For spoiling her nice new clothes.</p>	<p>A. ORAL LANGUAGE (Listening Comprehension Pg.43)</p> <p>Activate the previous knowledge of the learners by making them think pair and share with their friends.</p> <p>Discuss illustrations accompanying the text.</p> <p>Have them predict the content of the text. Teach key vocabulary.</p> <p>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.</p> <p>Have learners retell the story. Let learners role-play the story.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>ONE POTATO TWO POTATOES</u> One potato, two potatoes, three potatoes ,four! Five potatoes, six potatoes, seven potatoes , more! Eight potatoes nine potatoes ten potatoes, all</p>	<p>D. READING (Vocabulary Pg. 52)</p> <p>Have learners read level-appropriate texts in pairs.</p> <p>Guide learners to ask and answer simple inferential questions on the texts</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>C. WRITING (Writing simple words)</p>	<p>Ask learners to tell you what they have learnt and what</p>

	<p><u>HEAD SHOULDERS KNEES AND TOES</u> Head shoulders knees and toes, Knees and toes Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes.</p>	<p>Let learners talk about the topic (My House) by using descriptive words in sentences.</p> <p>Write the sentences on the board. e.g. i. My house is big. ii. The walls are blue. iii. The house has many windows. iv. The windows are big. v. The doors and windows are blue.</p>	<p>they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>THERE WAS A JOLLY MILLER ONCE</u> There was a jolly miller once Lived on the river Dee He worked and sang from morn till night, No lark as blithe as he, And this the burden of his song Forever used to be, I care for nobody, no not I, And nobody cares for me.</p>	<p><u>D.WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(using prepositions Pg.66)</i></p> <p>Provide a short passage containing prepositions that indicate position and time.</p> <p>Let learners identify the prepositions. e. g. i. Esi sat on a chair in the room. ii. The other pupils stood on the veranda. iii. The teacher went to the classroom at night.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Friday	<p>Have a variety of age and level-appropriate books for learners to make a choice.</p> <p>Guide learners to select books.</p>	<p><u>C.EXTENSIVE READING</u></p> <p>Use the Author's chair to introduce the reading/ library time.</p> <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p>	<p>Call learners in turns to tell the whole class what they read.</p> <p>Let Learners draw parts of the story they read</p>

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B2	Class Size:	Sub Strand: Fractions	
Content Standard: B2.1.3.1 Develop an understanding of halves and fourths using concrete and pictorial representations		Indicator: B2.1.3.1.3 determine the number of halves and quarters in a whole	Lesson: I OF I
Performance Indicator: Learners can determine the number of halves and quarters in a whole.		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Counters patterns made from manila cards	
New words			
References: Mathematics Curriculum Pg. 30			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to play the "I have.....Who has" game. Give out number cards (from 1-20) to learners at random. Learners are to identify numbers based on tally marks, frames, dice, fingers etc. The first child shouts and mention the number on	Show learners several pictorial representations or card cut outs of halves, fourths and wholes Ask learners to state the relationship between a whole and one-half;  Half of an Orange Half of an circle Glass half full Half of the watermelon	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Teacher calls out numbers from 1 to 20 Have learners to write number patterns in the air. Randomly call learners to write a said number on the board	Show learners several pictorial representations or card cut outs of halves, fourths and wholes Ask learners to state the relationship between a whole and one-half;  Half a triangle Half a Square Half a Circle	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Wednesday	Engage learners to sing the song <u>WE CAN COUNT</u> We class two We can count We count 1,2,3,4,5	Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes Ask learners to state the relationship between a whole and one-fourth 	Give learners task to complete whiles you go round to guide those who don't understand. Color $\frac{1}{4}$ of each shape. 

	<p>We count 6,7,8,9,10 We class two can count very well.</p>		
Thursday	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes</p> <p>Ask learners to state the relationship between a whole and one-fourth</p>  <p>one-fourth</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Friday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class two We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class two can count very well.</p>	<p>Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes</p> <p>Ask learners to state the relationship between one-half and one-fourth.</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Diversity of Matter	
Class: B2	Class Size:	Sub Strand: Materials	
Content Standard: B2.1.2.3 Understand mixtures, the types, their formation, uses and ways of separating them into their components	Indicator: B2.1.2.3.1 Describe a solid–solid mixture and explain how to separate the components	Lesson: I OF I	
Performance Indicator: Learners can describe a solid–solid mixture and explain how to separate the components		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	sand, gari, saw dust, chalk, charcoal and cowpea		
New words			
References: Science Curriculum Pg. 38			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Revise with learners on solid-solid mixtures.</p> <p>Assist learners to understand that when they mix two or more things together, they form a mixture and that no new thing forms even though the starting and ending substances may look different from each other.</p> <p>Learners combine two materials at a time and observe what happens.</p> <p>Learners talk about the mixtures they have formed.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Learners explore ways of separating the components of the solids-solid mixtures they have prepared</p> <p>Provide more solid materials for learners to do more group activities</p> <p>Relate the lesson to everyday life. For example, separation of a mixture of groundnut and sand, sand and stone, and maize and chaff, roasted groundnut and its husks</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

		Assessment: Learners to separate some common solid-solid mixtures such as sand and stone, iron nails and sand, gari and groundnut.	
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Date:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B2	Class Size:	Sub Strand: Home & School	
Content Standard: B2.1.4.1. Demonstrate understanding of the need to obey rules		Indicator: B2.1.4.1.1. Explain the need for obeying rules in the home and school	Lesson: I OF I
Performance Indicator: • Learners can explain the need for obeying rules in the home and school		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
References: OWOP Curriculum Pg. 21			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and recite familiar rhymes <u>MINGLE MINGLE</u> •Mingle mingle – mingle 2x Two mingle (2 come together) •Mingle mingle – mingle 2x Three mingle (3 come together) •Mingle mingle – mingle 2x four mingle (4 come together)	Invite learners in turns to talk about some of the rules observed in their homes and schools Have learners to relate to some of the rules in the home and school Learners work in groups to talk about rules in the home, school and community.	What have we learnt today? The need for obeying rules in the home and school Learners to summarize the important points in the lesson
	Engage learners to sing songs and recite familiar rhymes <u>JOHNNY JOHNNY</u> Johnny, Johnny, yes papa Eating sugar, yes papa Telling lies, no papa Open your mouth ha! Ha! Ha!	Revise with learners on the previous lesson through questions and answers Share roles and have Learners role play scenarios on obeying rules in the home, school and community. Learners compose rhymes on obeying rules in the home and school.	What have we learnt today? The need for obeying rules in the home and school Learners to summarize the important points in the lesson

Date:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's creation and Attributes	
Class: B2	Class Size:	Sub Strand: The Environment	
Content Standard: B2.1.2.1. Appreciate the environment as God's creation		Indicator: B2.1.2.1.2: demonstrate human activities that destroy God's creation or the environment	Lesson: I OF I
Performance Indicator: • Learners can demonstrate human activities that destroy God's creation or the environment		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 8			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Let learners draw and color various aspects of the environment:</p> <p>- safe environment</p>  <p>- unsafe environment, etc.</p>  <p>Let learners talk about the desired environment.</p> <p>Group learners to record data on human activities that destroy the environment and present to class for discussion.</p>	<p>What have we learnt today?</p> <p>Effects of human activities on the environment.</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p>

Date:	DAY:	Subject: History
Duration: 60mins per lesson		Strand: My Country Ghana
Class: B2	Class Size:	Sub Strand: The People of Ghana
Content Standard: B2.2.1.1. Show understanding of the characteristics of some of the ethnic groups in Ghana		Indicator: B2.2.1.1.1 identify the ethnic groups in each region of Ghana
Performance Indicator: • Learners can identify the ethnic groups in each region of Ghana		Lesson: I OF I
Teaching/ Learning Resources		Core Competencies: Global citizenship, and digital literacy
A map of Ghana indicating the various ethnic groups.		
References: History Curriculum Pg. 10		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Share some few jokes with learners. You can two their jokes as well e.g. An American girl farts and says “Excuse me”.</p> <p>A Ghanaian girl farts and you will hear “Ohh! beans wei koraa”</p>	<p>Engage learners to sing songs in relation to the lesson.</p> <p>Paste the regional chart on the board and let learners identify the regions in ghana.</p> <p>Employ a ghana map to aid learners identify the regions and their capitals in Ghana.</p>  <p>Form a rhyme or song with the regions and let them recite.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Date:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Performing Arts	
Class: B2	Class Size:	Sub Strand: Appreciating and Appraising	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B2.2.4.6.1/B2.2.4.7.1 agree on guidelines for viewing performing artworks and expressing own feelings	Lesson: 1 OF 1
Performance Indicator: Learners can agree on guidelines for viewing performing artworks and expressing own feelings		Core Competencies: Decision Making and Creativity	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 50 & 54			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p>	<p>Art exhibition may present or showcase paintings, drawings, drama, music, dance performance by individuals' artists, groups of artists.</p> <p>Guide learners to plan for the exhibition by:</p> <ul style="list-style-type: none"> - <i>fixing a date</i> - <i>selecting a venue</i> - <i>inviting an audience</i> <p>Brainstorm to agree on a theme for the exhibition (e.g. Healthy living);</p> <p>Select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>
	<p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>Decide on mode of display, e.g. hanging, draping, spreading;</p> <p>Plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date);</p> <p>Clean and prepare the hall and its environment and make it ready for the exhibition;</p> <p>Plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>

Date:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Writing	
Class: B2	Class Size:	Sub Strand: Penmanship & Handwriting	
Content Standard: B2.3.1.1 Understand how to copy sentences clearly; write letters or words and practice saying those that give them difficulty.		Indicator: B2.3.1.1.1-4 Copy simple sentences clearly and boldly.	Lesson: I OF I
Performance Indicator: Learners can Copy simple sentences clearly and boldly.		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 77			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners to sing songs and recite familiar rhymes they know.</p> <p><u>ALPHABET</u> Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M ,N,O,P,Q,R,S,T,U,V,W,X,Y,Z.</p>	<p>Write the letters of the alphabet boldly on the board.</p> <p>Lead learners to say the letters of the alphabet aloud.</p> <p>Call learners individually to say the letters of the alphabet aloud.</p> <p>Assist learners to write letters boldly and clearly.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	<p>Engage learners to play the “Find your word” game</p> <p>Choose 5-6 letters that the learners know and make 5-10 cards with each sound on.</p> <p>Give each child a card and ask them to remember the sounds and hide it. They walk around the classroom making that sound and find other children saying the same sound.</p> <p>They form groups of the same sound and make four words beginning with that sound.</p>	<p>Lead learners to say the letters of the alphabet aloud.</p> <p>Call learners individually to say the letters of the alphabet aloud.</p> <p>Write short words boldly on the board.</p> <p>Lead learners to mention the words aloud. Call learners individually to mention the words.</p> <p>Assist learners to write the words boldly and clearly.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	<p>Have learners to sing songs and recite familiar rhymes they know.</p> <p><u>ALPHABET</u> Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M ,N,O,P,Q,R,S,T,U,V,W,X,Y,Z.</p>	<p>Write simple sentences boldly on the board.</p> <p>Lead learners to read the sentences.</p> <p>Assist learners to write the sentences boldly and clearly</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>

Date:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Movement Concepts	
Class: B2	Class Size:	Sub Strand: Dynamics	
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.		Indicator: B2.2.2.2 distinguish between 'a hop and a jump'.	Lesson: 1 OF 1
Performance Indicator: Learners can distinguish between 'a hop and a jump'.		Core Competencies: Communication and Critical Thinking	
Teaching/ Learning Resources		Pictures and Videos	
References: PE Curriculum Pg. 23			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners to sing songs and recite familiar rhymes in relation to the lesson	<p>Demonstrate the pair of movements and ask learners to distinguish them by their names.</p> <p>Hopping involves taking off on one foot and land on the same foot. Jumping also involves taking off with both feet and land on both feet.</p> <p>Galloping involves moving one leg leading and the other is rapidly brought forward to it whiles sliding is one count movement to the side.</p> <p>Have learners to perform the movements in turns and groups.</p> <p>Help those who finds it difficult and help them</p>	<p>Review the lesson with learners</p> <p>Call out learners to summarize the main points of the lesson</p> <p>Take learners through cool down to end the lesson</p>

SCHEME OF LEARNING- WEEK 9

BASIC TWO

Name of School.....

Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B2	Class Size:		
Content Standard: B2.1.8.1 B2.2.7.1 B2.4.8.1 B2.5.9.1 B2.6.1.1		Indicator: B2.1.8.1.1 B2.2.7.1.2. B2.4.8.1.1 B2.5.9.1.1. B2.6.1.1.1	Lesson: I OF I

Performance Indicator:

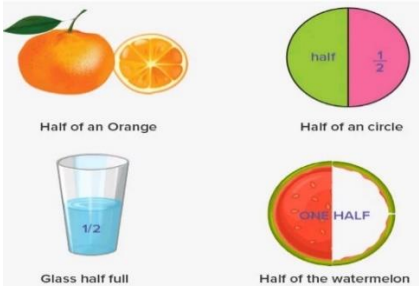
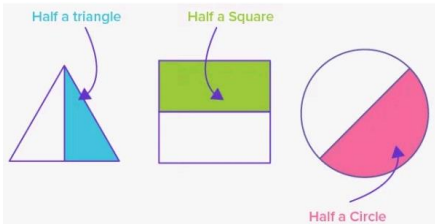
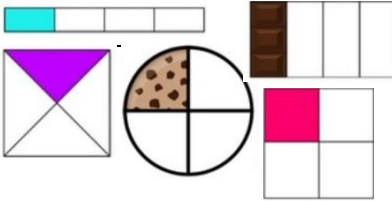
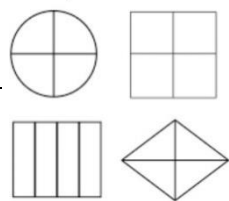
- A. Learners can ask and answer factual and inferential questions about level appropriate texts.
- B. Learners can use appropriate pronunciation and intonation in asking and answering wh – questions
- C. Learners can develop two coherent paragraphs on one idea or concepts using leading questions
- D. Learners can identify the structure of simple sentences
- E. Learners can read a variety of age and level-appropriate books and texts from print and non-print

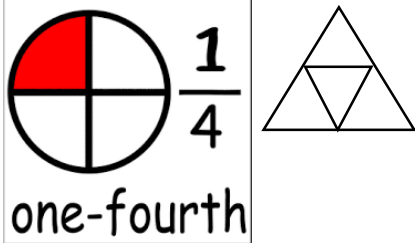

References: English Language Curriculum Pg.

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>Engage learners to play some phonic games. Example: Write or print vocabulary words on cards with numbers on them. Paste these cards randomly on the classroom wall.</p> <p>Put learners in groups and ask them to make a list of the words. The group with the most words wins.</p>	<p style="text-align: center;"><u>A.ORAL LANGUAGE</u> <i>(Asking and Answering Questions)</i></p> <p>Revise Yes/No questions and have learners answer some such question</p> <p>Ask Wh questions and have learners answer them. Ask them to say what is common to all the questions introduced by Wh words (what? when? why? how?). e.g. Why did you eat her food?</p> <p>Guide learners to use appropriate pronunciation and intonation in asking and answering simple Wh – questions in pairs. One asks a Wh question and the other answers. They then reverse roles.</p> <p>Let learners write out simple Wh – questions on their own.</p>	<p>Have learners to use new words learnt in conversation.</p> <p>Give learners task to answer Wh-questions in their workbooks.</p> <p>If possible, mark learners work and give them feedback where necessary.</p>
Tuesday	<p>Engage learners to play “Get Out Of The Wagon” game.</p> <p>Three words are placed in a wagon/table. Example:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px;">cake</div> <div style="border: 1px solid black; padding: 2px 5px;">rake</div> <div style="border: 1px solid black; padding: 2px 5px;">king</div> </div> <p>The child determines which word doesn't rhymes and tells it to 'get out of the wagon'</p>	<p style="text-align: center;"><u>D.READING</u> <i>(Vocabulary Pg. 52)</i></p> <p>Have a variety of age appropriate books for learners to make a choice from.</p> <p>Learners to read level appropriate texts independently, with minimal support from peers or teacher.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>

		<p>Encourage them to ask and answer factual and inferential questions about the texts to enhance comprehension.</p> <p>Provide feedback to learners where necessary.</p>	
Wednesday	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Round and Round the Garden</u></p> <p>Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.</p>	<p>C. WRITING (<i>Guided Composition</i>)</p> <p>Write selected topics on the board, e.g. "Myself".</p> <p>Teacher and learners brainstorm to generate ideas about the topic.</p> <p>Put learners in groups and ask leading questions to guide them develop the ideas generated into one or two paragraphs.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (<i>Using Simple Sentences. Page 67</i>)</p> <p>Use context to help learners identify the structure of simple sentences. Yaw came. (Name) + (Doing word) Musa ate.</p> <p>Let learners construct simple sentences verbally.</p> <p>Write simple sentences on the board for learners determine its component. Example: Joe waited for the train. "Joe"= subject "waited"=verb</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Friday	<p>Have a variety of age and level-appropriate books for learners to make a choice.</p> <p>Guide learners to select books.</p>	<p>C. EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p> <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p>	<p>Call learners in turns to tell the whole class what they read.</p> <p>Let Learners draw parts of the story they read</p>

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B2	Class Size:	Sub Strand: Fractions	
Content Standard: B2.1.3.1 Develop an understanding of halves and fourths using concrete and pictorial representations		Indicator: B2.1.3.1.3 determine the number of halves and quarters in a whole	Lesson: I OF I
Performance Indicator: Learners can determine the number of halves and quarters in a whole.		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Counters patterns made from manila cards		
New words			
References: Mathematics Curriculum Pg. 30			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>Engage learners to play the "I have.....Who has" game.</p> <p>Give out number cards (from 1-20) to learners at random. Learners are to identify numbers based on tally marks, frames, dice, fingers etc.</p> <p>The first child shouts and mention the number on</p>	<p>Show learners several pictorial representations or card cut outs of halves, fourths and wholes</p> <p>Ask learners to state the relationship between a whole and one-half;</p>  <p>Half of an Orange Half of an circle Glass half full Half of the watermelon</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>Show learners several pictorial representations or card cut outs of halves, fourths and wholes</p> <p>Ask learners to state the relationship between a whole and one-half;</p>  <p>Half a triangle Half a Square Half a Circle</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Wednes day	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class two We can count We count 1,2,3,4,5 We count 6,7,8,9,10</p>	<p>Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes</p> <p>Ask learners to state the relationship between a whole and one-fourth</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Color $\frac{1}{4}$ of each shape.</p> 

	We class two can count very well.		
Thursday	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes</p> <p>Ask learners to state the relationship between a whole and one-fourth</p>  <p>one-fourth</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Friday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u></p> <p>We class two</p> <p>We can count</p> <p>We count 1,2,3,4,5</p> <p>We count 6,7,8,9,10</p> <p>We class two can count very well.</p>	<p>Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes</p> <p>Ask learners to state the relationship between one-half and one-fourth.</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

Week Ending:	DAY:	Subject: Science
Duration: 60mins per lesson		Strand: Cycles
Class: B2	Class Size:	Sub Strand: Earth Science
Content Standard: B2. 2.1.1. Recognize that some events in our environment occur recurrently	Indicator: B2.2.1.1.1 Recognize the importance of some cyclic natural phenomena such as dry and wet seasons	Lesson: I OF I
Performance Indicator: Learners can recognize the importance of some cyclic natural phenomena such as dry and wet seasons		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	sand, gari, saw dust, chalk, charcoal and cowpea	
New words		
References: Science Curriculum Pg. 39		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Lead learners through poems, rhymes, games and discussions to introduce another cyclic event – wet and dry seasons.</p> <p><i>The dry season is a period of low rainfall</i></p> <p>Learners discuss what they like and don't like about the dry season.</p> <p>Some advantages of dry season are;</p> <ul style="list-style-type: none"> • <i>It helps our foods to stay longer without getting spoilt even if it's not refrigerated or warmed</i> • <i>It aids in drying our clothes minutes after washing them etc.</i> 	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Have learners to talk about what they like and dislike about the wet season. The wet season is also called rainy season.</p> <p><i>This is the time of the year when most of a region's annual rainfall occurs</i></p> <p>Some importance of wet season are; <i>Air quality improves, fresh water quality improves, and vegetation grows substantially, leading to crop yields late in the season, etc.</i></p> <p>Assess learners by asking them to draw and make posters on the dry and wet seasons and color some human activities that take place during these times.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p>	<p>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?</p>	<p>Ask learners series of questions to review their understanding of the lesson</p>

	<p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>How do people dry their clothes during wet season?</p> <p>What can be done to solve the problem of school compounds getting muddy during the wet season?</p>	<p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
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Date:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B2	Class Size:	Sub Strand: The Environment and the Weather	
Content Standard: B2.2.1.1. Demonstrate knowledge of keeping the environment clean and safe		Indicator: B2.2.1.1.1 Describe ways of making the environment clean and safe	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can describe ways of making the environment clean and safe 		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
References: OWOP Curriculum Pg. 22			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners to sing songs and recite rhymes relating to the lesson	Take a nature walk of the school environment and observe things in the environment, Man-made and natural: <i>water, trees, stones, animals, buildings, cars, tables, chairs, etc.</i> Learners talk about things they can do to make the environment clean and safe <i>E.g. planting trees, proper waste disposal, avoid bush burning, avoid defecating in water bodies, legal mining.</i>	What have we learnt today? Ways of making the environment clean and safe Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently
	Group learners into three (3), appoint a leader from each group to act as the teacher. Ask them to summarize what was covered in the previous lesson.	Learners identify ways of protecting land, <i>E.g. do not throw polythene bags, water sachet, and empty cans on the land.</i> Learners draw and color a clean environment. Assessment: identify and share roles to learners and have them role play ways of protecting the land.	What have we learnt today? Ways of making the environment clean and safe Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently
	Put students into groups of three 3 and number them 1-3. Put three number statements up to the white board and ask students to explain the corresponding statements to their group. The group who explains well wins.	Learners draw people who keep our communities safe <i>E.g. the police, fire service personnel.</i> Learners demonstrate safe practices in the community, <i>E.g. sweeping school compound, picking litter.</i> Learners present their drawings to the class for appraising.	What have we learnt today? Ways of making the environment clean and safe Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently





Date:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's creation and Attributes	
Class: B2	Class Size:	Sub Strand: Purpose of God's Creation	
Content Standard: B2.1.3.1. Appreciate things created by God		Indicator: B2.1.3.1.1: Explain the purpose of God's creation.	Lesson: I OF I
Performance Indicator: • Learners can explain the purpose of God's creation.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 8			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners to listen to stories about God and creation.</p> <p>Learners to watch pictures and videos about creation.</p> <p>Have learners to talk about the videos/pictures and tell the part that interest them most.</p>	<p>Group learners to discuss the usefulness of plants and animals to humankind.</p> <p>Let learners identify the uses of animals and plants.</p> <p>Assessment: Let learners draw and color useful plants and animals.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points of the lesson.</p> <p>Give learners task to match pictures of plants and animals to their uses</p>

Date:	DAY:	Subject: History
Duration: 60mins per lesson		Strand: My Country Ghana
Class: B2	Class Size:	Sub Strand: The People of Ghana
Content Standard: B2.2.1.1. Show understanding of the characteristics of some of the ethnic groups in Ghana		Indicator: B2.2.1.1.1 identify the ethnic groups in each region of Ghana
Performance Indicator: • Learners can identify the ethnic groups in each region of Ghana		Lesson: I OF I
Teaching/ Learning Resources		Core Competencies: Global citizenship, and digital literacy
A map of Ghana indicating the various ethnic groups.		
References: History Curriculum Pg. 10		

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Share some few jokes with learners. You can two their jokes as well e.g. An American girl farts and says “Excuse me”.</p> <p>A Ghanaian girl farts and you will hear “Ohh! beans wei koraa”</p>	<p>Engage learners to sing songs in relation to the lesson.</p> <p>Paste the regional chart on the board and let learners identify the regions in Ghana.</p> <p>Employ a Ghana map to aid learners identify the regions and their capitals in Ghana.</p>  <p>Form a rhyme or song with the regions and let them recite.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Date:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts & Performing Arts	
Class: B2	Class Size:	Sub Strand: Thinking and Exploring Ideas	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B2 1.1.1.1 Explore own experiences to talk about visual artworks that reflect the history and culture of people in other Ghanaian communities	Lesson: 1 OF 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: Decision Making and Creativity	
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 50 & 54			


DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Learners to sing songs and play games to get them ready for the lesson</p> <p>Show pictures of visual artworks to learners for them to observe and talk about them</p>	<p>Let learners study the history and culture of people from Ghana. Example: symbols of authority</p> <p>Learners to talk about the significance of symbols of authority in our history and culture. <i>Symbols are mark, sign, or word that indicates an idea or object.</i> <i>Symbols of authority comes in many forms. Such as crowns, maces, coats of arms, seals, flag, etc.</i></p> <p>Learners to draw, color and make posters of some of the symbols of authority.</p>  	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Engage learners to identify other symbols of authority used in different fields in the country. Judiciary and legislature</p>   <p>Have learners to draw more concepts and ideas from artworks studied.</p> <p>Organize collection of samples to create a 'history learning corner' in the classroom; history and culture of the people studied..</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Date:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Writing	
Class: B2	Class Size:	Sub Strand: Capitalization	
Content Standard: B2.5.1.1 Exhibit knowledge of using capital letters.		Indicator: B2.5.1.1.1-3 Write proper nouns with capital letters.	Lesson: I OF I
Performance Indicator: Learners can write proper nouns with capital letters.		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 80			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Let learners say the letters of the alphabet as a group.</p> <p>Call individual learners to say the letters of the alphabet.</p> <p>Write names of persons and places on manila card in capital letters.</p> <p>Lead learners to read the names and discuss the names with them.</p> <p>Call learners to read the names on their own. Let learners use capital letters to write the proper nouns.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Write words on th board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson</p>	<p>Revise the lesson on the letters of the alphabet with learners.</p> <p>Write simple sentences on the board and ask learners to recognize the first letter in every sentence.</p> <p>Lead learners to read the simple sentences aloud. Call individual learners to read the sentences.</p> <p>Let learners write the sentences making sure that each sentence is started with a capital letter.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Revise the lesson on the letters of the alphabet with learners.</p> <p>Write simple sentences on the board and ask learners to recognize the first letter in each sentence.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

		<p>Lead learners to read the simple sentences aloud. Call individual learners to read the sentences.</p> <p>Let learners write the sentences making sure that each sentence is dotted at the end, and another started with a capital letter</p>	
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Date:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Physical Fitness	
Class: B2	Class Size:	Sub Strand: Aerobic capacity	
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.		Indicator: B2.3.2.3.2: Perform four continuous abdominal curls.	Lesson: I OF I
Performance Indicator: Learners can perform four continuous abdominal curls.		Core Competencies: Communication and Critical Thinking	
Teaching/ Learning Resources		Drums, laptop, speakers	
References: PE Curriculum Pg. 25			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Take learners through general and specific warm ups	<p>After warm-ups, learners to lie on the back with feet flat, knees bent and arms on the floor by side with palms down.</p>  <p>Lift the head and shoulders forward with hand support and back to the floor on two counts rhythm.</p> <p>Learners perform the above activities and record their base performance.</p> <p>Give their performance targets and encourage them to work towards them for maintenance and improvement of abdominal muscular strength.</p> <p>This is a test for learners' abdominal muscular strength. Keep records of their performance</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

SCHEME OF LEARNING- WEEK 10



BASIC TWO



Name of School.....

Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B2	Class Size:		
Content Standard: B2.1.9.1 B2.2.7.1 B2.4.10.1 B2.5.9.1 B2.6.1.1		Indicator: B2.1.9.1.1 B2.2.7.1.3 B2.4.10.1.1 B2.5.9.1.2. B2.6.1.1.1	Lesson: I OF I
Performance Indicator:			
<p>A. Learners can respond to commands, instructions and requests</p> <p>B. Learners can retell level-appropriate texts in own words</p> <p>C. Learners can write about real or imagined experiences or events using the process approach</p> <p>D. Learners can identify nouns and verbs in simple sentences</p> <p>E. Learners can read a variety of age and level-appropriate books and texts from print and non-print</p>			
References: English Language Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing songs and recite rhymes <u>Ding dong bell.</u> Pussy's at the well. Who took her there? Little Johnny Hare. Who'll bring her in? Little Tommy Thin. What a jolly boy was that To get some milk for pussy cat, Who ne'er did any harm? But played with the mice in his father's barn	<u>A. ORAL LANGUAGE</u> (Giving and Responding to Commands) Introduce instructions by having learners respond to typical classroom instructions. Create situations for learners to practice giving and responding to instruction. Let learners role-play parents, teachers, prefects, learners giving and responding to instructions, etc. e. g. Instruction: 1. Draw a circle in a square. 2. Write the letter 'A' in the circle.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Tuesday	Have learners to the alphabet song and dance to it. Have them perform the action for each letter sound.	<u>B. READING</u> (Comprehension) Revise some previous stories told. Have learners retell a story using simple herring-bone strategies.	Using guided questions, have learners answer some questions based on the story read. Have learners summarize the story orally in pairs.
Wednesday	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	<u>C. WRITING</u> (Narrative Writing) Ask learners simple questions on their daily routines. Let learners brainstorm and choose a topic for the day. e. g. "A visit to the market" Using questions, assist learners to write a paragraph or two about their experiences.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson

		<p>e. g. i. <i>What is the name of the market?</i> ii. <i>Where is the market?</i> iii. <i>What did you buy from the market?</i></p>	
Thursday	<p>Engage learners to play “Back to the Board” game. Display word cards on the teachers table in front of the class.</p> <p>Group class into three or four. Invite each leader from the group in turns to face the class with his/her back to the board. Write a letter on the board for the others to make its sound. The leader then search through the word cards to identify the letter.</p>	<p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Using Simple Sentences)</i></p> <p>Use questions and samples for learners to identify nouns and verbs in the structure of simple sentences. e. g. i. <i>Ofori danced. (Who danced? What did Ofori do?)</i> ii. <i>Ama laughed. (Who danced? What did Ama do?)</i></p> <p>have learners use the simple sentences in forming compound and complex sentences orally with the aid of conjunctions.</p> <p>Let learners write the sentences in thier workbooks.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Engage learners to recite a few rhymes with actions</p> <p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p>C. <u>EXTENSIVE READING</u></p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p>	<p>Call learners in turns to tell the whole class what they read.</p> <p>Let Learners draw parts of the story they read</p>

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Number	
Class: B2	Class Size:	Sub Strand: Money	
Content Standard: B2.1.4.1. Determine the value of coins and notes in order to solve monetary transactions		Indicator: B2.1.4.1.1. Recognize Ghanaian coins, and currency notes.	Lesson: I OF I
Performance Indicator: Learners can recognize Ghanaian coins, and currency notes.		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	Ghana Cedi(notes & coins)		
New words			
References: Mathematics Curriculum Pg. 30			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing the songs and rhymes to begin the lesson	<p>Revise with learners on the names of Ghanaian currency (coins).</p> <p>Let learners mention the names of the various coins and its value. Example: <i>the one pesewa, five pesewas, ten pesewas, twenty pesewas and fifty pesewa</i></p>  <p>Setup a classroom shop for learners to practice buying and selling with the coins</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Tuesday	Engage learners to sing the songs and rhymes to begin the lesson	<p>Display the Ghanaian cedi (notes) currently being used for transaction in Ghana and initiate discussion on the need for monetary transaction.</p>  <p>Learners touch, feel and say the features of each currency note.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

		Setup a classroom shop for learners to practice buying and selling with the coins	
Wednesday	Engage learners to sing the songs and rhymes to begin the lesson	<p>Introduce the currency notes i.e. 10 cedi, 20 cedi and 50 cedi in turns and have learners examine and talk about its features</p>  <p>Setup a classroom shop for learners to practice buying and selling with the coins.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Thursday	Engage learners to sing the songs and rhymes to begin the lesson	<p>Introduce the currency notes i.e. 100 cedi and 200 cedi in turns and have learners examine and talk about its features</p>  <p>Setup a classroom shop for learners to practice buying and selling with the coins.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Friday	Engage learners to sing the songs and rhymes to begin the lesson	<p>Guide learners to state the relationship between $\text{¢}2$ and $\text{¢}10$; $\text{¢}5$ and $\text{¢}10$; $\text{¢}2$ and $\text{¢}20$; $\text{¢}5$ and $\text{¢}20$, $\text{¢}10$ and $\text{¢}50$.</p> <p>Example: how many 2 cedis will make 10 cedi, etc.</p> <p>Setup a classroom shop for learners to practice buying and selling with the coins.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending:	DAY:	Subject: Science
Duration: 60mins per lesson		Strand: Cycles
Class: B2	Class Size:	Sub Strand: Earth Science
Content Standard: B2. 2.1.2. Recognize the relationship between the Earth and the Sun	Indicator: B2.2.1.2.1 Identify sources of light to the earth	Lesson: I OF I
Performance Indicator: Learners can Identify sources of light to the earth		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	light bulbs, candle light	
New words		
References: Science Curriculum Pg. 39		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and recite familiar rhymes <u>STAR LIGHT, STAR BRIGHT.</u> Star light, star bright. The first star I see tonight I wish I may, I wish I might, Have the wish I wish tonight.	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 and light bulbs, candle light etc. Assessment: Have Learners to identify and draw sources of light in their environment.	What have we learnt today? Sources of light to the Earth Ask learners to summarize the main points in the lesson
	Group learners into three (3), appoint a leader from each group to act as the teacher. Ask them to summarize what was covered in the previous lesson. The class is allowed to pose questions to the leaders.	Sort and classify sources of light as artificial or natural. Natural sources; stars, fireflies, sun, moon, lightning Artificial sources; torch, lantern, light bulbs, candle light Assessment: Have Learners to talk about why and when we need light.	What have we learnt today? Sources of light to the Earth Ask learners to summarize the main points in the lesson
	Engage learners to sing songs and recite familiar rhymes <u>RAIN RAIN GO AWAY</u> Rain, rain go away Come again another day Class two pupils want to play Rain, rain go away.	Design an activity to block light from a torch using a cardboard to illustrate the importance of light. In a discussion, let learners talk about What will happen if there is no light on earth?	What have we learnt today? Sources of light to the Earth Ask learners to summarize the main points in the lesson


Date:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B2	Class Size:	Sub Strand: The Environment and the Weather	
Content Standard: B2.2.1.2. Demonstrate understanding of elements of the weather		Indicator: B2.2.1.2.1. Explain the elements of weather	Lesson: I OF I
Performance Indicator: • Learners can explain the elements of weather		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
References: OWOP Curriculum Pg. 23			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners to watch videos and pictures about weather patterns</p> <p>Learners to talk about the part of the videos or pictures that interest them most.</p>	<p>Learners explain the elements of weather, e.g. rainfall and precipitation</p> <p><i>Precipitation is a form of water in the atmosphere that falls to the earth; it is formed as a result of rapid condensation of moisture</i></p> <p>Learners draw weather chart using symbols.</p> <p>Learners watch videos or pictures of different weather conditions.</p> <p>Have learners to tell the part of the video that interest them most.</p>	<p>What have we learnt today?</p> <p>Elements of weather</p> <p>Have learners to summarize the main points of the lesson</p> <p>Learners to tell the part of the lesson they wish to learn again</p>
	<p>Teacher brings a bag into the classroom that contains an object that has a connection to the lesson.</p> <p>Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson.</p>	<p>Learners explain the elements of weather, e.g. temperature and humidity.</p> <p><i>Humidity is simply the amount of water vapor in the air or in the lower atmosphere</i></p> <p><i>Temperature measures the degree of hotness or coldness of a place from day- to-day</i></p> <p>Learners draw weather chart using symbols.</p> <p>Learners watch videos or pictures of different weather conditions.</p>	<p>What have we learnt today?</p> <p>Elements of weather</p> <p>Have learners to summarize the main points of the lesson</p>


	<p>Group learners into three (3), appoint a leader from each group to act as the teacher.</p> <p>Ask them to summarize what was covered in the previous lesson.</p> <p>The class is allowed to pose questions to the leaders. The group who summarizes well wins.</p>	<p>Learners explain the elements of weather, e.g. wind and cloud cover.</p> <p><i>Cloudiness- this is simply the state of clouds in the atmosphere in a given time over an area</i></p> <p>Learners draw weather chart using symbols.</p> <p>Learners watch videos or pictures of different weather conditions.</p>	<p>What have we learnt today?</p> <p>Elements of weather</p> <p>Have learners to summarize the main points of the lesson</p> <p>Learners to tell the part of the lesson they wish to learn again</p>
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Date:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's creation and Attributes	
Class: B2	Class Size:	Sub Strand: Purpose of God's Creation	
Content Standard: B2.1.3.1. Appreciate things created by God		Indicator: B2.1.3.1.1: Explain the purpose of God's creation.	Lesson: I OF I
Performance Indicator: • Learners can explain the purpose of God's creation.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 8			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners to listen to stories about God and creation.</p> <p>Learners to watch pictures and videos about creation.</p> <p>Have learners to talk about the videos/pictures and tell the part that interest them most.</p>	<p>Group learners to discuss the usefulness of plants and animals to humankind.</p> <p>Let learners identify the uses of animals and plants.</p> <p>Assessment: Let learners draw and color useful plants and animals.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points of the lesson.</p> <p>Give learners task to match pictures of plants and animals to their uses</p>

Date:	DAY:	Subject: History
Duration: 60mins per lesson		Strand: My Country Ghana
Class: B2	Class Size:	Sub Strand: The People of Ghana
Content Standard: B2.2.1.1. Show understanding of the characteristics of some of the ethnic groups in Ghana		Indicator: B2.2.1.1.1 identify the ethnic groups in each region of Ghana
Performance Indicator: • Learners can identify the ethnic groups in each region of Ghana		Lesson: I OF I
Teaching/ Learning Resources		Core Competencies: Global citizenship, and digital literacy
A map of Ghana indicating the various ethnic groups.		
References: History Curriculum Pg. 10		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Share some few jokes with learners. You can two their jokes as well e.g. An American girl farts and says “Excuse me”.</p> <p>A Ghanaian girl farts and you will hear “Ohh! beans wei koraa”</p>	<p>Engage learners to sing songs in relation to the lesson.</p> <p>Paste the regional chart on the board and let learners identify the regions in ghana.</p> <p>Employ a ghana map to aid learners identify the regions and their capitals in Ghana.</p>  <p>Form a rhyme or song with the regions and let them recite.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Date:	DAY:	Subject: Creative Arts
Duration: 60mins per lesson		Strand: Visual Arts & Performing Arts
Class: B2	Class Size:	Sub Strand: Planning, Making and Composing
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B2 1.2.2.4 / B2 2.2.2.4 plan to create from own imagination, visual artworks that reflect topical issues in other communities in Ghana.
Performance Indicator: Learners can plan to create from own imagination, visual artworks that reflect topical issues in other communities in Ghana.		Lesson: 1 OF 1
Teaching/ Learning Resources		Core Competencies: Decision Making and Creativity
Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 50 & 54		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Learners to sing songs and play games to get them ready for the lesson</p> <p>Show pictures of visual artworks to learners for them to observe and talk about them</p>	<p>Learners are to recall and organize ideas on visual artworks and topical issues in Ghana. Example: poverty</p> <p>Have learners to recall images of visual artworks on the topical issues.</p>  <p>Guide learners to develop sketches from ideas and concepts of topical issues to make own visual artworks.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Guide learners to recall all kinds of music, dance, drama that reflect the history and culture of the people.</p> <p>Have learners to sing familiar songs, or perform dances found in their community.</p> <p>Let learners put on their local costumes to perform the artwork in groups as teacher(s) observe. (Other teachers can be invited to observe)</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Date:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Writing Conventions	
Class: B2	Class Size:	Sub Strand: Punctuation	
Content Standard: B2.5.2.1 Show an understanding of the use of full stops.		Indicator: B2.5.2.1.1 Know what the full stop and the comma are.	Lesson: 1 OF 1
Performance Indicator: Learners can know what the full stop and the comma are.		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card	
References: Ghanaian Language Curriculum Pg. 81			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Write words on th board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson</p>	<p>Let learners demonstrate the morning greeting.</p> <p>Write simple sentences that are well punctuated on a card (the sentence should have full stops and comma).</p> <p>Lead learners to read the sentences aloud. Call learners to read aloud the sentences individually.</p> <p>Discus what a full stop and comma is with learners.</p> <p>Assist learners to tell what full stop and commas are</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Lead learners to read the sentences aloud. Call learners to read aloud the sentences individually.</p> <p>Discus what a full stop and comma is with learners.</p> <p>Assist learners to tell what full stop and commas are</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Lead learners to read the sentences aloud. Call learners to read aloud the sentences individually.</p> <p>Discus what a full stop and comma is with learners.</p> <p>Assist learners to tell what full stop and commas are</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Date:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Physical Fitness	
Class: B2	Class Size:	Sub Strand: Fitness	
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.		Indicator: B2.4.1.4.1: Explain why people participate in physical activities three to four times each week, for at least 30 minutes.	Lesson: I OF I
Performance Indicator: Learners can explain why people participate in physical activities three to four times each week, for at least 30 minutes.		Core Competencies: Communication and Critical Thinking	
Teaching/ Learning Resources		Videos and pictures	
References: PE Curriculum Pg. 25			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Encourage learners to keep fit regularly atleast once every week and record the time taken.</p> <p>Cross check and give them encouragement to improve upon their physical fitness.</p> <p>Discuss why people participate in physical activities three to four times each week, for at least 30 minutes as to improve their fitness, endurance, cardio-vascular endurance, etc.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help</p>

SCHEME OF LEARNING- WEEK 11

BASIC TWO

Name of School.....

Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B2	Class Size:		
Content Standard: B2.1.9.1 B2.2.9.1 B2.4.12.1 B2.5.10.1 B2.6.1.1		Indicator: B2.1.9.1.1 B2.2.9.1.1 B2.4.12.1.1 B2.5.10.1.1 B2.6.1.1.1	Lesson: 1 OF 1

Performance Indicator:

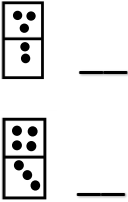
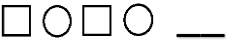
- A. Learners can give and respond to commands
- B. Learners can read passages with good pace, accuracy and expression
- C. Learners can use simple sentences to describe feelings
- D. Learners can use phonics knowledge to spell words with irregular phonic letter pattern
- E. Learners can read a variety of age and level-appropriate books.

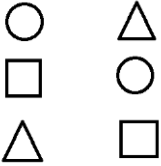
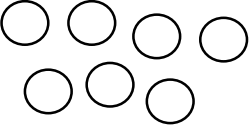
References: English Language Curriculum Pg.

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>ONE POTATO. TWO POTATOES</u> One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p> <p>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more</p>	<p style="text-align: center;">A. ORAL LANGUAGE <i>(Giving and Responding to Instructions)</i></p> <p>Revise verbs (action words) by having learners identify the present form of verbs and use them in sentences, e.g. come, go, sit, etc. (action).</p> <p>Have several learners obey commands such as ‘stand up’, ‘close the door’.</p> <p>The teacher gives commands which the class/individuals promptly obey.</p> <p>Have Learners role-play giving and responding to commands.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE TOMMY TITTLEMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men’s ditches.</p>	<p style="text-align: center;">B. READING <i>(Fluency)</i></p> <p>Model reading aloud with the focus on pace and expression.</p> <p>Have learners, in group/pairs, read short texts aloud with the appropriate pace, accuracy and expression.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p style="text-align: center;">C. WRITING <i>(Descriptive Writing)</i></p> <p>Let learners name and describe common objects using adjectives.</p> <p>Let learners name various objects in the classroom.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

		<p>Explain what they have to do.</p> <p>Demonstrate the activity by describing an object in 3-5 sentences. Write the sentences on the board.</p> <p>Let individuals choose objects and describe them orally and then in writing.</p>	
Thursday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p><u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u> (Spelling)</p> <p>Have learners play the pick and spell game to spell phonetically irregular words. e. g. the, face</p> <p>Have learners use these words in oral and written sentences.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Engage learners to recite a few rhymes with actions</p> <p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p><u>C. EXTENSIVE READING</u></p> <p>Use the Author's chair to introduce the reading/ library time.</p> <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p>	<p>Call learners in turns to tell the whole class what they read.</p> <p>Let Learners draw parts of the story they read</p>


Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Algebra	
Class: B2	Class Size:	Sub Strand: Patterns And Relationship	
Content Standard: B2.2.1.1 Recognize, create, extend, describe, and use patterns and rules to solve mathematical tasks		Indicator: B2.2.1.1.1 Identify, create and describe the rule for simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects.	Lesson: I OF I
Performance Indicator: Learners can identify, create and describe the rule for simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects.		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Counters, patterns made from manila cards	
New words			
References: Mathematics Curriculum Pg. 32			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to count the dots and write each number beside 	Guide learners to find the missing terms in the following: 9, 1, 3, 5, 9, 1, 3, 5, ___ ; ___ 2, 4, 6, 8, 10, ___ ; ___ 5, 10, 15, 20, ___ , ___ ; or 54, 55, 56, 57, ___ , ___ . Assessment: Let learners practice with several examples	Ask learners to tell you what they have learnt Give learners individual or home task
Tuesday	Engage Learners to sing the song <u>WE CAN COUNT</u> We class two We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class two can count very well.	Guide learners to find the missing terms in the following: 9, 1, 3, 5, 9, 1, 3, 5, ___ ; ___ 2, 4, 6, 8, 10, ___ ; ___ 5, 10, 15, 20, ___ , ___ ; or 54, 55, 56, 57, ___ , ___ . Assessment: Let learners practice with several examples	Ask learners to tell you what they have learnt Give learners individual or home task
Wednesday	Engage learners to complete the pattern. Which shape comes next? Draw it 	Guide learners to Identify and describe the rules for the following patterns - 2, 4, 6, 8, 10, ... (the rule is "add two") Let learners find the rules for the following patterns. - 5, 10, 15, 20, ... - 20, 18, 16, 14, ... Assessment: Let learners practice with several examples	Ask learners to tell you what they have learnt Give learners individual or home task

<p>Thursday</p>	<p>have learners to match the shapes.</p> 	<p>Guide learners to Identify and describe the rules for the following patterns</p> <p>- 2, 4, 6, 8, 10, ... (the rule is “add two”)</p> <p>Let learners find the rules for the following patterns.</p> <p>- 5, 10, 15, 20, ...</p> <p>- 20, 18, 16, 14, ...</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
<p>Friday</p>	<p>Engage learners to draw the circles and shade any three.</p> 	<p>Guide learners to Identify and describe the rules for the following patterns</p> <p>- 2, 4, 6, 8, 10, ... (the rule is “add two”)</p> <p>Let learners find the rules for the following patterns.</p> <p>- 5, 10, 15, 20, ...</p> <p>- 20, 18, 16, 14, ...</p> <p>Assessment: Let learners practice with several examples</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>


Week Ending:	DAY:	Subject: Science	
Duration: 60mins per lesson		Strand: Cycles	
Class: B2	Class Size:	Sub Strand: Earth Science	
Content Standard: B2.2.1.4 Recognise water and air as important natural resources	Indicator: B2.2.1.4.1 Find out the qualities of good drinking water	Lesson: I OF I	
Performance Indicator: Learners can find out the qualities of good drinking water		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources	light bulbs, candle light		
New words			
References: Science Curriculum Pg. 40			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Learners mention the sources of water we drink and use in their homes and communities.</p> <p>Some of the sources of water are; <i>Well water</i> <i>Stream water</i> <i>Tap water</i> <i>Bore hole</i></p> <p>Supply learners with samples of water from different sources, i.e. river, pond, well and bottled water.</p> <p>Caution learners not to taste any of the water samples.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>In groups learners examine the water samples for the following: solid particles (using hand lens), color and odor (smell). Each group presents their findings.</p> <p>Display to learners, samples of good drinking water and assist them to infer that good drinking water has no color, and no odor and is free from solid particles</p> <p>Learners explain what will happen when they drink water that has particles, odor and color in it</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Date:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B2	Class Size:	Sub Strand: Plants and Animals	
Content Standard: B2.2.2.1. Recognize important plants and animals in the community		Indicator: B2.2.2.1.1. Explore the important plants in the community	Lesson: I OF I
Performance Indicator: <ul style="list-style-type: none"> Learners can explore the important plants in the community 		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
References: OWOP Curriculum Pg. 23			


DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>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</p> <p>Learners see the real crops, watch pictures/videos of these important crops</p> 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Learners draw and color the important crops in their community.</p> <p>Learners talk about the importance of the crops they have drawn to the community</p> <p>Learners talk about caring for crop plants</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Date:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's creation and Attributes	
Class: B2	Class Size:	Sub Strand: Purpose of God's Creation	
Content Standard: B2.1.3.1. Appreciate things created by God		Indicator: B2.1.3.1.1: Explain the purpose of God's creation.	Lesson: 1 OF 1
Performance Indicator: <ul style="list-style-type: none"> Learners can explain the purpose of God's creation. 		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
References: RME Curriculum Pg. 8			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners to listen to stories about God and creation.</p> <p>Learners to watch pictures and videos about creation.</p> <p>Have learners to talk about the videos/pictures and tell the part that interest them most.</p>	<p>Group learners to discuss the usefulness of plants and animals to humankind.</p> <p>Let learners identify the uses of animals and plants.</p> <p>Assessment: Let learners draw and color useful plants and animals.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points of the lesson.</p> <p>Give learners task to match pictures of plants and animals to their uses</p>

Date:	DAY:	Subject: History
Duration: 60mins per lesson		Strand: My Country Ghana
Class: B2	Class Size:	Sub Strand: Major Historical Locations
Content Standard: B2.2.4.1. Exhibit knowledge of the history of the major historical locations in Ghana		Indicator: B2.2.4.1.1 discuss the history of Ghana’s major historical locations. Examples include Kumasi military museum
Performance Indicator: • Learners can discuss the history of Ghana’s major historical locations. Examples include Kumasi military museum		Lesson: I OF I
Teaching/ Learning Resources		A map of Ghana showing major historical locations/ Resource person
References: History Curriculum Pg. 11		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Guide learners to identify the major historical locations in Ghana.</p> <p>Show and discuss pictures about the history of these major historical locations in Ghana.</p> <p>Assessment: let learners talk about parts of the pictures that interest them most.</p> <p>Get in touch with knowledgeable resource persons (if available) to tell the history of any historical location in your community or district</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p> <p>Use series of questions to review the understanding of learners</p>
	<p>Show pictures of the Kumasi military museum to learners</p> <p>have learners to observe and talk about the pictures</p> 	<p>Retell the history of these major historical locations in Ghana.</p> <p><u>Kumasi military museum.</u> <i>The Kumasi fort and military museum is located in the Uaddara barracks in Kumasi. The fort was built in 1820 by the Asantehene, Osei Tutu Kwamina, to resemble the coastal forts which were built by the European merchants. From the 1952 to 1953, after the second world war, the Armed forces of the British colonial government took over the fort and converted it into a museum.</i></p> <p>Assessment: have learners to search the internet to find more about the Kumasi military museum</p>	<p>Use series of questions to review the understanding of learners. Example: who built the Kumasi military museum?</p> <p>In which year was the Kumasi military museum built?</p> <p>Ask learners to talk about what they enjoyed most during the lesson</p>

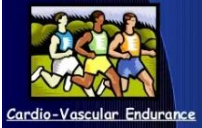



Date:	DAY:	Subject: Creative Arts
Duration: 60mins per lesson		Strand: Visual Arts & Performing Arts
Class: B2	Class Size:	Sub Strand: Displaying and Sharing
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B2.2.3.4./B2.2.3.5. Perform own artworks to share creative experiences.
Performance Indicator: Learners can perform own artworks to share creative experiences.		Lesson: I OF I
Teaching/ Learning Resources		Core Competencies: Decision Making and Creativity
Photos, videos, art paper, colors and traditional art tools		
References: Creative Arts Curriculum Pg. 50 & 54		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Guide learners to plan an arrangement of own artworks to share, educate and inform the public on topical issues of the local community.</p> <p>Learners should select a theme for their art. E.g. go green or save trees.</p>  <p>Learners should plan their art in a sketch form.</p>	<p>Teacher moves round the class to monitor the progress of learners in their sketches.</p> <p>Encourage learners to come out with good sketches.</p> <p>Give out manual invitations cards to learners to be given to their parents.</p>
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Organize a place for the exhibition.</p> <p>Invite other teachers to witness the artwork. Set the stage for learners to display their artwork.</p> <p>Evaluate individual art and allow pupils to talk about them in the form of appraisal.</p> <p>Discuss the moral lessons in the song.</p>	<p>Appreciate and thank parents for their presence.</p> <p>Let learners organize themselves to clean up the place after the exhibition.</p>

Date:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Extensive Reading	
Class: B2	Class Size:	Sub Strand: Reading	
Content Standard: B2.6.1.1 Demonstrate knowledge by reading short and simple sentences made up of words they have learnt to speak.		Indicator: B2.6.1.1.1 Read short passages of simple sentences of about four to five words.	Lesson: 1 OF 1
Performance Indicator: Learners can read short passages of simple sentences of about four to five words.		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 87			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Let learners sing a traditional occupational song they know.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Provide learners with reading books (the book should have a short passage according to the number of words prescribed).</p> <p>Lead learners to read the passage in the book.</p> <p>Let learners read the passage in turns.</p> <p>Assist learners to read short passages of simple sentences of about four to five words in other parts of the book</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Provide learners with reading books (the book should have a short passage according to the number of words prescribed).</p> <p>Lead learners to read the passage in the book.</p> <p>Let learners read the passage in turns.</p> <p>Assist learners to read short passages of simple sentences of about four to five words in other parts of the book</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>

Date:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Physical Fitness Concepts,	
Class: B2	Class Size:	Sub Strand: Healthy diet	
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.		Indicator: B2.4.1.4.2: Mention the components of physical fitness.	Lesson: 1 OF 1
Performance Indicator: Learners can mention the components of physical fitness.		Core Competencies: Communication and Critical Thinking	
Teaching/ Learning Resources		Videos and pictures	
References: PE Curriculum Pg. 26			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Guide learners to identify the five major components of physical fitness as</p> <p>i. cardiovascular: <i>the ability of your body to keep up with exercises like running, jogging, swimming, etc.</i></p>  <p>ii. muscular strength: <i>the power that helps you to lift and carry heavy loads.</i></p>  <p>iii. muscular endurance <i>the ability of your muscles to perform contractions for extended periods of time.</i></p>  <p>iv. flexibility <i>the ability of your body to move through its entire range of motion without pain or stiffness.</i></p>  <p>v. body composition: <i>the amount of fat in your body. Men should 17% and women 24%.</i></p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>

SCHEME OF LEARNING- WEEK 12

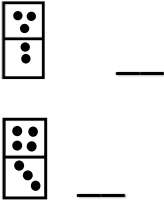

BASIC TWO

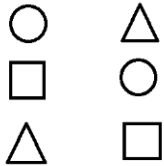
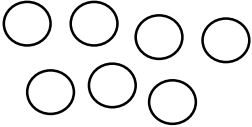
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Date:	DAY:	Subject: English Language	
Duration:		Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	
Class: B2	Class Size:		
Content Standard: B2.1.10.1 B2.2.9.1 B2.4.12.1 B2.5.10.1 B2.6.1.1		Indicator: B2.1.10.1.1. B2.2.9.1.1. B2.4.12.1.1. B2.5.10.1.1. B2.6.1.1.1	Lesson: I OF I
Performance Indicator:			
<p>A. Learners can speak with confidence before different audience</p> <p>B. Learners can read texts/stories/passages with good pace, accuracy and expression</p> <p>C. Learners can use simple sentences to describe feelings</p> <p>D. Learners can use phonics knowledge to spell words with irregular phonic letter pattern</p> <p>E. Learners can read a variety of age and level-appropriate books and texts from print and non-print</p>			
References: English Language Curriculum Pg.			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>Have learners recite familiar rhymes.</p> <p><u>FIVE LITTLE DUCKS</u> Five little ducks went out one day, Over the hills and far away, Mother duck said “Quack, quack, quack” But only 4 little ducks came back.</p>	<p><u>A. ORAL LANGUAGE</u> (Presentation)</p> <p>Put learners in pairs to share their holiday plans with each other.</p> <p>Have each person share his/her friend’s plans with the class.</p> <p>Use probing questions to get learners give additional information: e.g. i. Where will he go first? ii. What will he be doing there? etc.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE TOMMY TITTLEMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men’s ditches.</p>	<p><u>B. READING</u> (Fluency)</p> <p>Model reading aloud with the focus on pace and expression.</p> <p>Have learners, in group/pairs, read short texts aloud with the appropriate pace, accuracy and expression.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p><u>C. WRITING</u> (Descriptive Writing)</p> <p>Let learners name and describe common objects using adjectives.</p> <p>Let learners name various objects in the classroom.</p> <p>Explain what they have to do.</p> <p>Demonstrate the activity by describing an object in 3-5 sentences. Write the sentences on the board.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

		Let individuals choose objects and describe them orally and then in writing.	
Thursday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> (<i>Spelling</i>)</p> <p>Have learners play the pick and spell game to spell phonetically irregular words. e. g. the, face</p> <p>Have learners use these words in oral and written sentences.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Engage learners to recite a few rhymes with actions</p> <p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p>C. <u>EXTENSIVE READING</u></p> <p>Use the Author's chair to introduce the reading/ library time.</p> <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p>	<p>Call learners in turns to tell the whole class what they read.</p> <p>Let Learners draw parts of the story they read</p>

Week Ending:	DAY:	Subject: Mathematics	
Duration: 60mins per lesson		Strand: Algebra	
Class: B2	Class Size:	Sub Strand: Patterns And Relationship	
Content Standard: B2.2.1.1 Recognize, create, extend, describe, and use patterns and rules to solve mathematical tasks		Indicator: B2.2.1.1.2 Identify, create and describe the rule for simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects.	Lesson: 1 OF 1
Performance Indicator: Learners can identify, create and describe the rule for simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects.		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;	
Teaching/ Learning Resources		Counters, patterns made from manila cards	
New words			
References: Mathematics Curriculum Pg. 32			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to count the dots and write each number beside 	Guide learners to find the missing terms in the following: 9, 1, 3, 5, 9, 1, 3, 5, ___ ; ___ 2, 4, 6, 8, 10, ___ ; ___, 5, 10, 15, 20___, ___ ; or 54, 55, 56, 57, ___ , ___ . Assessment: Let learners practice with several examples	Ask learners to tell you what they have learnt Give learners individual or home task
Tuesday	Engage Learners to sing the song <u>WE CAN COUNT</u> We class two We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class two can count very well.	Guide learners to find the missing terms in the following: 9, 1, 3, 5, 9, 1, 3, 5, ___ ; ___ 2, 4, 6, 8, 10, ___ ; ___, 5, 10, 15, 20___, ___ ; or 54, 55, 56, 57, ___ , ___ . Assessment: Let learners practice with several examples	Ask learners to tell you what they have learnt Give learners individual or home task
Wednesday	Engage learners to complete the pattern. Which shape comes next? Draw it 	Guide learners to Identify and describe the rules for the following patterns - 2, 4, 6, 8, 10, ... (the rule is "add two") Let learners find the rules for the following patterns. - 5, 10, 15, 20, ... - 20, 18, 16, 14, ... Assessment: Let learners practice with several examples	Ask learners to tell you what they have learnt Give learners individual or home task

<p>Thursday</p>	<p>have learners to match the shapes.</p> 	<p>Guide learners to Identify and describe the rules for the following patterns - 2, 4, 6, 8, 10, ... (the rule is “add two”)</p> <p>Let learners find the rules for the following patterns. - 5, 10, 15, 20, ... - 20, 18, 16, 14, ...</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
<p>Friday</p>	<p>Engage learners to draw the circles and shade any three.</p> 	<p>Guide learners to Identify and describe the rules for the following patterns - 2, 4, 6, 8, 10, ... (the rule is “add two”)</p> <p>Let learners find the rules for the following patterns. - 5, 10, 15, 20, ... - 20, 18, 16, 14, ...</p> <p>Assessment: Let learners practice with several examples</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending:	DAY:	Subject: Science
Duration: 60mins per lesson		Strand: Cycles
Class: B2	Class Size:	Sub Strand: Earth Science
Content Standard: B2.2.1.4 Recognize water and air as important natural resources	Indicator: B2.2.1.4.2 Identify uses of air	Lesson: I OF I
Performance Indicator: Learners can Identify uses of air		Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;
Teaching/ Learning Resources	light bulbs, candle light	
New words		
References: Science Curriculum Pg. 40		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to recite rhymes <u>I SEE THE MOON</u> I see the moon, And the moon sees me, God bless the moon, And God bless me.	Ask learners to breathe in and out and find out from them what they are breathing in. In groups learners perform the following activities, e.g. filling balloons, pumping tyres, flying kites, cooling the body, supporting burning and or show pictures of the activities. Show pictures of people on a boat wearing life jackets, swimmers on inflated balloons on water. Create real life problems related to the topic for learners to discuss and come out with possible solutions	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.


Date:	DAY:	Subject: OWOP	
Duration: 60mins per lesson		Strand: All About Us	
Class: B2	Class Size:	Sub Strand: Plants and Animals	
Content Standard: B2.2.2.1. Recognize important plants and animals in the community		Indicator: B2.2.2.1.2. Explore the important animals in the community	Lesson: 1 OF 1
Performance Indicator: • Learners can explore the important plants in the community		Core Competencies: Communication and Collaboration Critical Thinking	
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
References: OWOP Curriculum Pg. 24			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Learners mention some domestic animals in the community and talk about why they are important</p> <p>Learners observe some of the animals in the community and how people take care of them</p> <p>Assessment: Learners talk to parents on the importance of being kind to animals by taking good care of them, e.g. feeding, and bathing them</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>



Date:	DAY:	Subject: RELIGIOUS & MORAL EDUCATION	
Duration: 60mins		Strand: God's creation and Attributes	
Class: B2	Class Size:	Sub Strand: Purpose of God's Creation	
Content Standard: B2.1.3.1. Appreciate things created by God		Indicator: B2.1.3.1.1: Explain the purpose of God's creation.	Lesson: I OF I
Performance Indicator: • Learners can explain the purpose of God's creation.		Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness,	
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
References: RME Curriculum Pg. 8			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners to listen to stories about God and creation.</p> <p>Learners to watch pictures and videos about creation.</p> <p>Have learners to talk about the videos/pictures and tell the part that interest them most.</p>	<p>Group learners to discuss the usefulness of plants and animals to humankind.</p> <p>Let learners identify the uses of animals and plants.</p> <p>Assessment: Let learners draw and color useful plants and animals.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points of the lesson.</p> <p>Give learners task to match pictures of plants and animals to their uses</p>

Date:	DAY:	Subject: History	
Duration: 60mins per lesson		Strand: My Country Ghana	
Class: B2	Class Size:	Sub Strand: Major Historical Locations	
Content Standard: B2.2.4.1. Exhibit knowledge of the history of the major historical locations in Ghana		Indicator: B2.2.4.1.1 discuss the history of Ghana’s major historical locations. Examples include Kumasi military museum	Lesson: 1 OF 1
Performance Indicator: • Learners can discuss the history of Ghana’s major historical locations. Examples include Kumasi military museum		Core Competencies: Global citizenship, and digital literacy	
Teaching/ Learning Resources	A map of Ghana showing major historical locations/ Resource person		
References: History Curriculum Pg. 11			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Use series of questions to revise with learners on the previous lesson	<p>Identify the major historical locations in Ghana.</p> <p>Show and discuss video, stories, or slides documentary, about the history of these major historical locations in Ghana.</p> <p>Assessment: let learners talk about parts of the video, documentary that interest them most</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p> <p>Use series of questions to review the understanding of learners</p>
	<p>show pictures of the Assin Manso slave site to learners</p>  <p>have learners to observe and talk about the pictures</p>	<p>Retell the history of these major historical locations in Ghana.</p> <p><u>Assin Manso slave site</u> <i>Assin Manso ancestral slave river was one of the largest slave markets for gathering people to sell into slavery during the infamous trans-Atlantic slave trade. Some interesting places at the site is the memorial wall of return and the last bath.</i></p> <p>Assessment: have learners to search the internet to find more about the Assin Manso slave site</p>	<p>Use series of questions to review the understanding of learners.</p> <p>Ask learners to talk about what they enjoyed most during the lesson</p>

Date:	DAY:	Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Visual Arts & Performing Arts	
Class: B2	Class Size:	Sub Strand: Appreciating and Appraising	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		Indicator: B2.1.4.6./B2.2.4.7. report own views and feelings about the displayed artworks and suggest how the artworks can be modified or improved	Lesson: 1 OF 1
Performance Indicator: Learners can report own views and feelings about the displayed artworks and suggest how the artworks can be modified or improved			Core Competencies: Decision Making and Creativity
Teaching/ Learning Resources		Photos, videos, art paper, colors and traditional art tools	
References: Creative Arts Curriculum Pg. 50 & 54			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. clay pot</p> <p>Theme: <i>Unity</i> Subject matter: <i>Historical</i> Media: <i>Clay</i> Techniques: <i>coiling method</i> Uses: <i>for fetching and storing water</i> Future modification: <i>addition of handles</i></p> 	<p>Assessment: Present learners with different artworks for them to use the guidelines in appreciating and appraising.</p> <p>Summarize lesson activities with learners.</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Performing artworks include dance, music and drama.</p> <p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. Agbadza dance</p>  <p>Let learners talk about the theme, gestures, makeup, costume, stage use and stage setting as they watch the video or pictures of the dance.</p>	<p>Review the lesson activities through questions and answers.</p>

Date:	DAY:	Subject: Ghanaian Language	
Duration: 60mins per lesson		Strand: Extensive Reading	
Class: B2	Class Size:	Sub Strand: Reading	
Content Standard: B2.6.2.1 Demonstrate knowledge by reading short and simple sentences made up of words they have learnt.		Indicator: B2.6.2.1.1 Read short passages of simple sentences of about five to six words.	Lesson: 1 OF 1
Performance Indicator: Learners can read short passages of simple sentences of about five to six words.		Core Competencies: Creativity and innovation, Communication and collaboration	
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
References: Ghanaian Language Curriculum Pg. 87			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Let learners sing a traditional occupational song they know. Provide learners with reading books 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 five to six words in other parts of the book.	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Provide learners with reading books. 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 five to six words in other parts of the book.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the lesson	Provide learners with reading books 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 five to six words in other parts of the book.	Ask learners series of questions to review their understanding of the lesson Ask learners to tell you what they have learnt Give learners individual or home task

Date:	DAY:	Subject: PHYSICAL EDUCATION	
Duration: 60mins		Strand: Values and Psycho-social Concepts	
Class: B2	Class Size:	Sub Strand: Self-Responsibility	
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.		Indicator: B2.5.1.5.1 accept responsibility for one's own behavior in a group activity	Lesson: I OF I
Performance Indicator: Learners can accept responsibility for one's own behavior in a group activity		Core Competencies: Communication and Critical Thinking	
Teaching/ Learning Resources		Pictures and Videos	
References: PE Curriculum Pg. 28			
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Revise with learners on the previous lesson	As learners perform physical activity they develop values like honesty, sincerity, integrity, accountability, fairness, tolerance, respect, patriotism, etc. as values that develop responsible citizens. Set rules for class and administer sanction fairly for learners to emulate.	Review the lesson with learners