

**BASIC 2**

**WEEKLY LESSON PLAN**

<b>Learning Indicator(s)</b>	B2.1.1.1.1 B2.2.1.1. B2.4.2.1.1 B2.5.1.1.1 B2.6.1.1.1		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Interpret familiar songs</li> <li>• Use the alphabetic knowledge to decode unknown words (e. g. use beginning and ending consonants, consonant blends, consonant digraphs, vowel sounds, vowel digraphs and word patterns)</li> <li>• Copy sentences clearly</li> <li>• Use capital letter to write names of particular places and days of the week</li> <li>• Read a variety of age and level-appropriate books and texts from print and non-print</li> </ul>		
<b>Week Ending</b>	11-10-19		
<b>Class</b>	One		
<b>Subject</b>	<b>English</b>		
<b>Reference</b>	English curriculum		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, sample sentence on a manila card and class library		
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Have learners sing familiar songs they know.	<p>Discuss the moral values of the songs.</p> <p>Let learners sing songs using gestures appropriately.</p> <p>Have learners interpret the songs in their own words.</p>	<p>In groups let learners sing songs using appropriate gestures.</p> <p>Learners tell the moral values of the songs</p>
Tuesday	Have learners to watch Ave&Dave alphabets songs as they sing along.	<p>Begin the lesson with an alphabet song, a rhyme or a poem.</p> <p>Play games with the alphabet to decode unknown words, changing the position of the</p>	<p>Assessment: Flash word cards as learners read words. Put learners into groups to create competition</p>

		<p>letters from beginning to middle and to ending. Use demonstrations to show learners that whenever a letter moves (especially the consonant), it may still sound the same.</p> <p>Have learners play alphabet games in pairs and groups.</p>	
Wednesday	<p>Engage learners in the memory game. Show up a sentence card for few minutes for learners to observe.</p> <p>Lower the sentence card and ask learners to write what they remember.</p>	<p>Demonstrate copying (sentences) on the board as learners observe.</p> <p>Let learners practice writing legibly and correctly on the board or into their books</p>	<p>What have we learnt today? Copy and write sentence clearly.</p> <p>learners practice writing legibly and correctly on the board or into their books</p>
Thursday	<p>Invite learners to write their names on the board.</p> <p>Flash letter cards to learners as they make its sounds</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. Let learners rewrite the text, beginning the names of particular places and days of the week, with capital letters.</p>	<p>What have we learnt today? Using capital letters in writing</p> <p>Review the lesson by giving learners task some words to write in capitals e.g. Kumasi <u>A</u>ccra <u>T</u>akoradi <u>H</u>enry <u>E</u>sther etc.</p>
Friday	<p>Guide learners to choose and read books during the library period</p>	<p>Using the Author's chair, introduce the reading/library time.</p> <p>Have a variety of age/levelappropriate books for learners to make a choice from.</p>	<p>Have learners to tell what they read to the whole class</p>
		<p>Introduce narratives, expository, procedural texts to learners.</p> <p>Assessment: Guide learners to select books for readings</p>	

<b>Learning Indicator(s)</b>	B2.1.1.1.3 B2.1.1.1.4
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can use number names and nonstandard units (marked 10s and 1s) for measuring (lengths and volumes) to count to find out how long or how much up to 999</li> <li>Demonstrate a conceptual understanding of place value of whole numbers between 0 and 100</li> </ul>
<b>Week Ending</b>	11-10-19
<b>Class</b>	two
<b>Subject</b>	<b>Mathematics</b>
<b>Reference</b>	Mathematics curriculum
<b>Teaching/ Learning Resources</b>	Counters, bundle of sticks, loose straws, base ten cut square, graph sheets, teacher made currency notes.

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>						
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.</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 use empty container such as bottles, cups etc. to determine the capacity</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>						
	Introduce the lesson on the field by alerting learners how the poles were measured.	of other bigger containers by counting to find how much (the number of times) the bottles, cups etc. is able to do this							
Tuesday	<p>Show number cards to learners for them to mention their number names e.g</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center; width: 50px;">650</td> <td style="padding-left: 10px;">fifty</td> </tr> <tr> <td style="text-align: center;">ix hundred and</td> <td></td> </tr> <tr> <td style="text-align: center;">S</td> <td></td> </tr> </table>	650	fifty	ix hundred and		S		<p>Develop a conceptual understanding of place value of whole numbers between 0 and 1000 by:</p> <p>explaining and showing- with bundles of (10s and 1s) and a tens frame the meaning of each digit in a 2-digit number (when the two digits are different, as well as when the two digits are the same) and representing the number in a tens frame</p>	Review the lesson by giving task to Learners to identify the place values of numbers.
650	fifty								
ix hundred and									
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		<table border="1"> <tr> <td>thousands</td> <td>hundreds</td> <td>tens</td> <td>ones</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	thousands	hundreds	tens	ones									
thousands	hundreds	tens	ones												
Wednesday	<p>Show number cards to learners for them to mention their number names e.g.</p> <table border="1"> <tr> <td>901</td> <td></td> </tr> <tr> <td>Nine hundred and one</td> <td></td> </tr> </table>	901		Nine hundred and one		<p>Use other possible representations of place value include manipulative threaded 100s, 10s, and bottle caps; and multi-material (units, flats, ones) with numeral</p>	<p>Review the lesson by giving task to Learners to identify the place values of numbers.</p>								
901															
Nine hundred and one															
Thursday	<p>Show number cards to learners for them to mention their number names e.g.</p> <table border="1"> <tr> <td>435</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>	435				<p>Decompose or partition numbers to 1000 into hundreds, tens and ones  <math>153 = 100 + 50 + 3</math> (e.g.: <math>100 + 50 + 3</math>, or <math>153 = 3</math>)</p> <table border="1"> <tr> <td>thousands</td> <td>hundreds</td> <td>tens</td> <td>ones</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	thousands	hundreds	tens	ones					<p>Review the lesson by giving task to Learners to identify the place values of numbers.</p>
435															
thousands	hundreds	tens	ones												
	<p>four hundred and thirtyfive</p>	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>explain why the value of a digit depends upon its placement within a numeral.</p> <ul style="list-style-type: none"> <li>– read a number by indicating the value of each digit (i.e., reading 43 as forty-three and not four three.</li> </ul>													

Friday	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	Partition or decompose numbers to 100 and 1000 into equivalent expressions ( e.g.: $47 = 20 + 20 + 7$ , or $30 + 10 + 7$ , etc.)	Review the lesson by giving learners task to decompose numbers into equivalent expressions
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<b>Learning Indicator(s)</b>	B1.1.1.2.1
<b>Performance Indicator</b>	Learners can describe the basic structure of animals(head, limbs and trunk)
<b>Week Ending</b>	11-10-19
<b>Class</b>	Two
<b>Subject</b>	<b>Science</b>
<b>Reference</b>	Science curriculum
<b>Teaching/ Learning Resources</b>	Videos or pictures of animals showing labeling of their parts

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners in the 'show me game' for them to show parts of their body as teacher sings song. <b><i>That is;</i></b> -show me your head -this is my head etc.	Learners watch videos or observe pictures of different animals  Learners name some animals from the pictures	Learners to identify the head, limbs and trunk of animals
	Engage learners in the 'show me game' for them to show parts of their body as teacher sings song. <b><i>That is;</i></b> -show me your head -this is my head etc.	Learners identify the basic parts of animals (head, limbs and trunk)  Engage learners to draw animals of their choice	Learners to identify the head, limbs and trunk of animals
	Ask learners to mention the names of animals in their homes. Have learners to make a quick sketch of animals they like	Learners design and mould animals of their choice and identify the basic parts of those animals (head, limbs and trunk).  Learners explain why they chose to mould those particular animals.	Learners design and mould animals of their choice and identify the basic parts of those animals (head, limbs and trunk).

<b>Learning Indicator(s)</b>	B2.1.2.1.1
<b>Performance Indicator</b>	Learners can identify things to do to develop a sense of self identity and self-worth
<b>Week Ending</b>	11-10-19
<b>Class</b>	<b>Two</b>
<b>Subject</b>	Our world our people
<b>Reference</b>	OWOP curriculum
<b>Teaching/ Learning Resources</b>	Pictures and videos of important personalities in the community

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Have learners to describe themselves to the class.	Learners talk about themselves individually and appreciate the way God created them e.g. "I am black and beautiful, I like the way God created me. I have great qualities".  Learners role play scenarios and engage in activities that teach them the importance of developing a strong selfidentity	What have we learnt today?  Have learners to mention the important points in the lesson  Learners role play scenarios and engage in activities that teach them the importance of developing a strong selfidentity
	Show videos of important personalities to learners.  Ask learners to tell the class part of the video that interest them.	The need to feel special, more worthy and valued, more confident, more optimistic in order to do well in school and in life in general.  Learners compose poems/write essays about themselves and what they can do to feel more valued at home, school and the community	Review the lesson with learners.  Have learners to role play characters that will make them feel special, more worthy and valued, more confident and more optimistic.

<b>Learning Indicator(s)</b>	B2.1.1.1.		
<b>Performance Indicator</b>	Learners can mention attributes of God that reveals his nature as sustainer of life		
<b>Week Ending</b>	11-10-19		
<b>Class</b>	Two		
<b>Subject</b>	RME		
<b>Reference</b>	RME curriculum		
<b>Teaching/ Learning Resources</b>	Pictures and videos of creation		
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<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>Tell learners stories about creation</p>	<p>Group learners into three in groups, lead learners to discuss the attributes of God as the Sustainer of life: -Giver of rain and sunshine, -the One who makes plants grow,</p> <p>- The Giver of air, etc.</p> <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>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 by</p> <p>Asking pupils to summarize the important points in the lesson</p> <p>Ask learners to draw and colure two things God created</p>

<b>Learning Indicator(s)</b>	B2.1.3.1.3		
<b>Performance Indicator</b>	Roll a ball from stationary to a given point and back, using hands		
<b>Week Ending</b>	11-10-19		
<b>Class</b>	Two		
<b>Subject</b>	<b>Physical education</b>		
<b>Reference</b>	PE curriculum		
<b>Teaching/ Learning Resources</b>	Ball, videos and audios		
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Take learners through general and specific warm ups	<p>After taking learners through the general and specific warm-ups, demonstrate to learners 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. Observe them practice at their own pace and give corrective feedback for correct skill mastery.</p> <p>Assessment: Have Learners to use bats or sticks to roll the ball.</p>	<p>learners to practice individually and in groups. Help those who find it difficult in throwing</p> <p>Assessment: Organize mini game for learners for fun and enjoyment.</p> <p>Take learners through cool down to end the lesson</p>

<b>Learning Indicator(s)</b>	B2.2.1.1.1
<b>Performance Indicator</b>	Learners can state the characteristics of the ethnic groups in Ghana
<b>Week Ending</b>	11-10-19
<b>Class</b>	Two
<b>Subject</b>	<b>History</b>
<b>Reference</b>	History curriculum
<b>Teaching/ Learning Resources</b>	Pictures and videos of festivals of different ethnic groups in Ghana

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Show pictures and videos festivals to learners  Ask learners to tell the class the part of the video that interest them	Identify the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths etc.) of some of the ethnic groups in Ghana	What are the characteristics of the ethnic groups? What differentiates one ethnic group from the other
	Show pictures and videos festivals to learners  Ask learners to tell the class the part of the video that interest them.	Show documentary or pictures of a festival of one of the ethnic groups  Have learners to Discuss what the documentary entails	Engage pupils in a ' <b>student as teacher</b> ' for them to summarize the important points in the lesson

<b>Learning Indicator(s)</b>	B2.1.3.1.1 B2.1.2.1.1		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Relate types of work songs to everyday activities in their environment</li> <li>• Explore rhymes with correct rhythm</li> </ul>		
<b>Week Ending</b>	11-10-19		
<b>Class</b>	One		
<b>Subject</b>	Ghanaian language		
<b>Reference</b>	Ghanaian language curriculum		
<b>Teaching/ Learning Resources</b>	Pictures and videos of people working		
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners sing familiar songs they sing while working in the farm etc.	<p>Let learners sing a familiar traditional song.</p> <ul style="list-style-type: none"> <li>• Show a picture of someone weaving to learners.</li> <li>• Discuss the picture with learners.</li> <li>• Discuss the various traditional occupations in the community with learners.</li> <li>• Pick a particular song of a traditional occupation and teach learners the song that is associated with that occupation.</li> <li>• Let learners sing the song in groups and then individually.</li> <li>• Lead learners to recognize various works and their corresponding songs. E.g. Fishing, kente weaving, farming, etc.</li> </ul>	Learners to sing songs associated with working
	Learners sing familiar rhymes they know	<p>Ask learners to sing a popular traditional occupational song.</p> <ul style="list-style-type: none"> <li>• Explore a rhyme.</li> <li>• Lead learners to learn how to explore the rhyme with correct rhythm.</li> </ul>	<p>Learners to sing songs associated with working.</p> <p>Learners recite the new rhyme taught with the correct rhythm</p>

<b>Learning Indicator(s)</b>	B2 2.1.1.1 B2 1.2.2.1		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Explore own experiences to talk about performing artworks that reflect the history and culture of people in other communities in Ghana</li> <li>Generate ideas to make own artworks based on visual artworks that reflect the history and culture of people in other communities in Ghana</li> </ul>		
<b>Week Ending</b>	11-10-19		
<b>Class</b>	One		
<b>Subject</b>	<b>Creative arts</b>		
<b>Reference</b>	Creative arts curriculum		
<b>Teaching/ Learning Resources</b>	Pictures and videos of art works produced in Ghana		
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Have learners to watch documentaries on the history and culture of people from other parts of Ghana;	Have learners to identify the history and culture of people from other parts of Ghana by studying their cultural activities such as staple foods, dressing, festivals, buildings, chiefs; ☐ listen to stories told by resource persons or interview leaders of different ethnic groups and associations (e.g. Ga, Ewe, Akan, Dagaare), opinion leaders, traditional rulers;	What have we learnt today?  Call out learners to summarize the important points of the lesson.  Have learners to draw and mould some artworks they find interesting
	Have learners to watch documentaries on the history and culture of people from other parts of Ghana;	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 (e.g. clay pots,	What have we learnt today?  Call out learners to summarize the important points of the lesson.
		straw and cane baskets, woven and printed fabrics, leather products, wood carvings, glass and stone beads, jewellery);	Have learners to draw and mould some artworks they find interesting