# THE GODFATHER TERM ONE BASIC TWO WEEK THIRTEEN

WHATSAPP 0245350591

## TERM ONE BASIC TWO WEEK THIRTEEN

NAMA FIIFI ROUMH SCH

SUBJECT: ENGLISH LANGUAGE CLASS: TWO

Week Ending: 16th Jui	ne, 2021		Class	size:		
Day:			Date :	Date :		
Monday, 60 minutes	Monday, 60 minutes			12th June, 2021		
Tuesday, 60 minutes			13 <sup>th</sup> Jun	e, 2021		
Wednesday, 60 minutes			14 <sup>th</sup> Jun	e, 2021		
Thursday, 60 minutes			15 <sup>th</sup> June	e, 2021		
Friday, 60 minutes			16 <sup>th</sup> Jun	e, 2021		
Period :			Lesson:			
2			1 of 1			
2			1 of 1			
2			1 of 1			
2			1 of 1			
2			1 of 1			
Strand :		Sub-stra	nd :			
A. Oral Language	A. listening Comprehension					
B. Reading		B. V	ocabulary			
C. Writing		C. C	Controlled V	Vriting		
D. Using Writing Con	ventions	D. U	Ising Simple	e Preposition		
E. Extensive Reading	1	E. B	uilding The	Love and Culture	of Reading	
Indicator (code)	B2.1.7.1.3.	B2.2.6.1.2.	B2.4.7.1.		B2.6.1.1.1	
Content standard (code)		B2.2.6.1	B2.4.7.1.		B2.6.1.1.	
Performance Indicator			_	and discuss event	s in a story (characters,	
		settings, moral,	•			
				lues to infer mean	_	
			=		npose meaningful texts	
				tions to form sim	ple sentences to indicate	
	position and time					
	E. Learners can read a variety of age and level-appropriate books and texts					
from print and non-print			IDI			
<b>Core Competencies:</b> Creativity and Innovation Communication Leadership Critical Thinking and Problem Solving.			unication a	nd Collaboration Po	ersonal Development and	
Keywords						

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on	a manila card and a class				
	_	library.					
Ref:	English Lang	guage curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections				
Monday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A. ORAL LANGAUGE</li> <li>Read aloud a story to learners.</li> <li>Have them identify and discuss (in pairs) the events in the story.</li> <li>Have groups share their views with the whole class</li> </ul> Assessment: let learners narrate the events in the story.	What have we learnt today?  Ask learners to summarize the main points in the lesson				
Tuesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B. READING</li> <li>Create a story around a theme, using specific key words or vocabulary items you wish to teach.</li> <li>Have learners use context to find the meaning of the key words.</li> <li>Have learners make their own sentences using these key words.</li> </ul> Assessment: let learners use context to find the meaning of the key words and make their own sentences using these key words.	What have we learnt today?  Ask learners to summarize the main points in the lesson				
Wednesday , 60 minutes	Engage learners to sing songs and recite familiar rhymes	B. READING  Create a story around a theme, using specific key words or vocabulary items you wish to teach.  Have learners use context to find the meaning of the key words.  Have learners make their own sentences using these key words.  Write the sentences and break each into two parts for learners to match the beginning with their correct endings.  e. g.	What have we learnt today?  Ask learners to summarize the main points in the lesson				

		My house The walls	many windows.	
		The windows		
		There are	is big.	
			are blue.	
		Encourage learners to do	peer editing.	
		Assessment: let learners m	natch parts of sentences to	
		compose meaningful texts		
Thursday,	Engage learners to		NS AND GRAMMAR USAGE	What have we learnt
60 minutes	sing songs	indicate position and time.	containing prepositions that	today?
	and recite	Let learners identify the		Ask learners to
	familiar	e. g.	summarize the main	
	rhymes	i. Esi sat on a chair in the ro ii. The other pupils stood o	points in the lesson	
		iii. The teacher went to the		
		Assessment let learners w	sa aranasitians ta farm	
		Assessment: let learners us simple sentences to indica		
Friday,	Engage		IVE READING	What have we learnt
60 minutes	learners to	Use the Author's chair to	introduce the reading/	today?
	sing songs	library time.	lla al accessive data ha al a Care	Asl Issues to
	and recite familiar	learners to make a choice.	d level-appropriate books for	Ask learners to summarize the main
	rhymes		p-up and flip-the-page texts	points in the lesson
	Tityiiies	to learners.	points in the lesson	
		Introduce e-books to lear		
		For each reading session,		
		books		
		Assessment: let learners r	· -	
		level-appropriate books ar print	nd texts from print and non-	

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SUBJECT: MATHEMATICS CLASS: TWO

Week End	ing: 16th Jur	ne, 2021		Class size:		
Day:			ı	Date :		
Monday, 60 minutes			2	12th June, 2021		
Tuesday,	60 minutes		1	13 <sup>th</sup> June, 2021		
Wednesda	y, 60 minutes		-	14 <sup>th</sup> June, 2021		
Thursday,	60 minutes		-	15 <sup>th</sup> June, 2021		
Friday,	60 minutes		1	16 <sup>th</sup> June, 2021		
Period :				Lesson:		
2				1 of 5		
2				2 of 5		
2				3 of 5		
2				4 of 5		
2			1	5 of 5		
			ı	<b>N</b>		
Strand : N	UMBER		Sub-strand	1: Counting, Representation	, Cardinality & Ordinality	
				<u> </u>		
Indicator (	code)	B2.1.2.2.1				
Content st	andard	B2.1.2.2.1				
(code)						
Performan	ice Indicator	Learners can use	the concep	t of "equal to" and "not ed	qual to" to solve addition	
		and subtraction p	problems wit	th sums up 100		
				ication and Collaboration Pe	ersonal Development	
and Leade	rship Critical Th	inking and Probler	n Solving.			
Varminanda						
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Pag	e			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding asses	ssment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					

Monday,	Sing songs		Review the lesson with
60 minutes	like:  I'm counting one, what is one	Explaining that that' "≠" means "not the same as" or "not equal to"  - Constructing and drawing two sets that are not equal, explaining why they are not equal and recording the relationship using the symbol ≠ (e.g., □ □ ≠ □ □); Changing two given sets, equal in size, to create sets that are not equal (e.g., change □ □ □ = □ □ □ to □ □ □ □ ≠ □ □), explain the changes made and why  Determining whether two sides of a given number sentence are equal or not and using the appropriate symbol to represent the relationship (e.g., 16 ≠ 8 + 5)  Assessment: have learners to practice with more	Learners
		examples	
Tuesday, 60 minutes	Sing songs like:	Explaining that that' "≠" means "not the same as" or "not equal to"	Review the lesson with Learners
	I'm counting one, what is one 1 - One is one alone, alone it shall be.	- Constructing and drawing two sets that are not equal, explaining why they are not equal and recording the relationship using the symbol ≠ (e.g., ☐ ☐ ☐ ≠ ☐ ☐); Changing two given sets, equal in size, to create sets that are not equal (e.g., change ☐ ☐ ☐ ☐ ☐ ☐ ☐ to ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	
Wednesda	Sing songs		Review the lesson with
y, 60 minutes	like:	Using a symbol () to represent an unknown in addition/subtraction statements to 100	Learners
	counting one, what is one	Assessment: have learners to practice with more examples	
Thursday,	Sing songs		Review the lesson with
60 minutes	like: I'm counting one, what	. Demonstrate an understanding of the relationship between addition and subtraction by describing a subtraction as an equivalent addition and vice versa; i.e. finding the missing addend. (For example, that subtract 40 – 28 is the same as	Learners
	1		

	1 - One is one alone, alone it shall be.	finding the number that must be added to 28 to make 40).  40 - 28 = What? Means 28 + What? = 40	
		Or if given 40 - 28 = change question to 28 + =40. The answer is 12, so 40 - 28 = 12).	
		Assessment: have learners to practice with more examples	
Friday,	Sing songs		Review the lesson with
60 minutes	like:	. Demonstrate an understanding of the relationship	Learners
	I'm counting one, what is one 1 - One is one alone, alone it shall be.	between addition and subtraction by describing a subtraction as an equivalent addition and vice versa; i.e. finding the missing addend. (For example, that subtract 40 – 28 is the same as finding the number that must be added to 28 to make 40).  40 – 28 = What? Means 28 + What? = 40  Or if given 40 - 28 = change question to 28 + = 40. The answer is 12, so 40 - 28 = 12).  Assessment: have learners to practice with more	
		examples	

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SUBJECT: SCIENCE CLASS: TWO

Week Endin	g: 16th Ju	ne, 2021		Class size:		
Day:				Date :		
Monday, 60 minutes				12th June, 2021		
Thursday, 6	60 minutes			15 <sup>th</sup> June, 2021		
Period :				Lesson:		
2				1 of 1		
2				2 Of 2		
Strand: FOF	RCES AND ENE	ERGY	Sub-stran	d : SOURCES AND FORMS OF	FENERGY	
Indicator (co	ode)	B2.4.1.2.1	•			
Content sta	ndard (code)	B2.4.1.2.				
Performanc	e Indicator	Learners can und	lerstand tha	at objects become hot or col	d through the loss or gain	
		of heat		$\vee_{\mathcal{O}}$		
	Critical Thinkii	ng and Problem So	lving.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page	*			
		VB.				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	cluding asse	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday,	Engage	• Learners feel ho	ot and cold	substances and discuss	What have we learnt	
60 minutes	learners to	their observation	ıs.		today?	
	sing songs	In a practical activity, learners create heat by rubbing				
	and recite	the palms, boiling	he palms, boiling water, burning candle, etc.			
	familiar		summarize			
	rhymes	Assessment: let le	earners des	scribe how objects become	important points of the	
		hot			lesson	

Thursday,	Engage		What have we learnt
60 minutes	learners to	Engage learners in an activity that makes things lose	today?
	sing songs	heat, e.g. adding cold water to hot water, leaving a hot	Ask learners to
	and recite	substance to stand for some time, unplucking a hot	summarize the
	familiar	electric iron, or a local box iron, putting a substance in a	important points of the
	rhymes	refrigerator etc.	lesson
		Provide learners with water and ask learners to plan	
		how to make it hot or cold	
		Assessment: let learners describe how objects become	
		cold	

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SUBJECT: CREATIVE ARTS CLASS: TWO

Week Ending: 16th June, 2021				Class size:		
Day:			Dat	Date :		
Monday, 60	minutes		12t	12th June, 2021		
Wednesday, 60 minutes		14t	h June, 2021			
Period :			Les	son:		
2			1 o	f 2		
2			2 o	f 2		
Strand: VISU	JAL ARTS	Sub-	strand :	Planning, Making and Cor	nposing	
Indicator (co	ode)	B2 1.2.3.2				
Content star	ndard (code)	B2 1.2.3.				
Performance	e Indicator	Learners can create ow	n artwor	ks using available visual a	rts media and methods to	
		represent artworks tha	t reflect	the natural and manma	de environments in other	
		communities in Ghana		O		
Core Compe	tencies: Crea	tivity and Innovation Co	mmunica	tion and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem Solving.	1			
., .						
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	assessn	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday,	Engage	Learners are to:			What have we learnt	
60 minutes	learners to	, ,				
	sing songs	environments (e.g. veg	etation, a	inimals, birds, rivers,		
	and recite	bridges, clouds);			Ask learners to	
	familiar				summarize the main	
	rhymes	Assessment: let learner		own artworks using	points in the lesson	
available visual arts media			dia			

Wednesda	Engage	Learners are to:	What have we learnt
у, 60	learners to	create own visual artworks that reflect the natural and	today?
minutes	sing songs	manmade environments in other communities in Ghana	
	and recite		Ask learners to
	familiar	Assessment: let learners create own artworks using	summarize the main
	rhymes	available visual arts media	points in the lesson

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CLASS: TWO

SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g: 16th Jur	ne, 2021		Class size:		
Day:				Date :		
Tuesday, 6	Tuesday, 60 minutes			13th June, 2021		
Thursday, 6	Thursday, 60 minutes			15th June, 2021		
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand : OU	R BELIEFS ANI	) VALUES	Sub-stran	d: Festivals		
Indicator (co	ode)	B2.3.2.1. 1	l			
Content sta	ndard (code)	B2.3.2.1.				
Performanc	e Indicator	Learners can des	scribe activi	ties which take place during	the celebration of festivals	
Keywords	ritical Ininkii	ng and Problem Solving.				
T. L .R. (s) Pictures						
Ref:	Our World (	Our People curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
2711	Starter	(new learning inc	cluding asse	essment)	Plenary / Reflections	
	(preparing the brain for learning)	(new rearrang dissessment)				
Tuesday,	Engage	Learners talk abo	ut festivals	they have witnessed:	What have we learnt	
60 minutes	learners to	i. Islam - Eid-ul-Fi	itr, Eid-ul-A	dha	today?	
	sing songs	ii. Christianity - E	aster, Chris	tmas		
	and recite	iii. Traditional - K	undum, Od	wira, Damba, Bugum, Yam	Ask learners to	
	familiar	Festival.			summarize the main	
	rhymes	Learners talk abo	Learners talk about how the various festivals are celebrated.			
		Assessment: Let celebrated.	learners ho	ow the various festivals are		

Thursday,	Engage	Learners role play activities that take place during the	What have we learnt
60 minutes	learners to	festivals: merry-making, sharing, family re-union,	today?
	sing songs	worship, etc.	
	and recite	Learners draw scenes from festivals.	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
		Assessment: Let learners draw scenes from festivals	

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**CLASS: TWO** 

Signature: ...... Date: .....

SUBJECT: RELIGIOUS AND MORAL EDUCATION

Vetted by :....

Week Ending: 16th June, 2021				Class size:		
Day: Friday,	60 minu	tes	<b>Date</b> : 16th June, 2021			
Period :			Lesson:			
2			1 of	1		
Strand : Reli	gious Practice	es and their Moral Sub-stran	nd : F	estivals in the Three Maj	or Religions	
Implications						
Indicator (co	ode)	B2.2.2.1.1:				
Content star	ndard (code)	B2.2.2.1.				
Performance	e Indicator	Learners can demonstrate	activ	rities which take place o	during the celebration of	
		festivals.				
Core Compe	tencies: Crea	tivity and Innovation Commu	nica	tion and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkin	ng and Problem Solving.				
Keywords		(		<i></i>		
T   D (-)		D'al and	$\overline{\mathcal{C}}$			
T. L .R. (s)		Pictures				
Ref:	RME curricu	ilum Page				
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DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including ass	essm	ient)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Friday,	Engage	Let learners mention religio	us fe	stivals they have	What have we learnt	
60 minutes	learners to	witnessed or heard of. Islam			today?	
oo minates	sing songs	etc., Christianity-Easter, Chr		,	today.	
	and recite	Kundum, Odwira, Damba, B	ugur	n, Yam Festival, etc.	Ask learners to	
	familiar	• Let learners, in groups, de	escrib	oe how various festivals	summarize the main	
	rhymes	are celebrated.			points in the lesson	
	inymics				points in the lesson	
		Assessment: let learners de	mon	strate activities which		
		take place during the celebr				

SUBJECT: HISTORY CLASS: TWO

Week Endin	g: 16th Jur	ne, 2021		Class size:		
Day:				Date :		
Tuesday, 60 minutes				13th June, 2021		
Thursday, 6	0 minutes			15th June, 2021		
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand : My	Country Ghar	าล	Sub-strai	nd : Major Historical Location	ons	
Indicator (co	ode)	B2.2.4.1.1	I		>	
Content star	ndard (code)	B2.2.4.1.				
Performanc	e Indicator	Learners can disc	cuss the h	istory of Ghana's major hi	storical locations. Examples	
		include Kumasi r	military mu	iseum, Komfo Anokye Swo	ord, Assin Manso slave site,	
		Gbewa Palace				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developmen					Personal Development and	
Leadership (	Critical Thinkin	ng and Problem So	lving.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
iter.	Thistory curr	iculaiii Tage				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	cluding ass	essment)	Plenary / Reflections	
	(preparing	friend learning into	raamb ass	cosmency	, , , , , , , , , , , , , , , , , , , ,	
	the brain					
	for					
	learning)					
Tuesday,	<u> </u>			eir community.	What have we learnt	
60 minutes	learners to				today?	
	sing songs					
	and recite Assessment: let learners na		rrate the history of the	Ask learners to		
	familiar	historical site			summarize the main	
	rhymes				points in the lesson	

Thursday,	Engage	Visit any historical site in their community.	What have we learnt
60 minutes	learners to		today?
	sing songs		
	and recite	Assessment: let learners narrate the history of the	Ask learners to
	familiar	historical site	summarize the main
	rhymes		points in the lesson

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SUBJECT: PHYSICAL EDUCATION CLASS: TWO

Week Ending: 16th June, 2021			Class	size:		
Day: Friday,	60 minu	tes		<b>Date</b> : 16th June, 2021		
Period :	Period :			Lesson:		
2	2			1 of 1		
Strand: MO	TOR SKILL AN	D MOVEMENT	Sub-strance	d: RHYTH	MIC SKILLS	
PATTERNS						
Indicator (co	ode)	B2.1.3.1.3				
Content star	ndard (code)	B2.1.3.1.				
Performance	e Indicator	Learners can roll	forward (a	a forward	roll) from sta	nding position and back to
		standing.				
-		•		nication ar	nd Collaboration	Personal Development and
Leadership (	Critical Thinkir	ng and Problem Sol	ving.			
Keywords				$\sim$		
Reywords						
T. L .R. (s)		cones				
Ref:	PE curriculu					
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DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	ssment)		Plenary / Reflections
	(preparing		J	,		
	the brain					
	for	19.				
	learning)	*				
Friday,	Learners	Squat in front of a	spread ma	t/safe flo	or. Place hands	What have we learnt
60 minutes	jog round a	on the mat/floor a	and tuck th	e chin to t	ouch the chest.	today?
	demarcate	From this position	ı, push with	the hand	s and roll	
	d area in	forward in a round	d form and	back to th	ne standing.	Use answers to
	files while	Learner progress a	at their ow	n pace and	d always give	summarise the lesson.
	singing and	support.				
	clapping to	Learners practice	the skill, ob	serve and	give them	
	warm-up	corrective feedbac	ck. Ensure t	that learn	ers progress at	
	the body	their own pace.				
	for	Personal				
	maximal					

performan	
ce and to	
prevent	
injuries	

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SUBJECT: GHANAIAN LANGUAGE CLASS: TWO

Week Ending: 16th June, 2021			Class size:		
Day:				Date:	
Period :				Lesson :	
i cilou .				Le33011 .	
<b>Strand</b> : Rea	ding		Sub-strar	nd : Vocabulary	
Indicator (co	ode)	B2.2.5.1.1.	B2.2.5.	1.2	
Content star	ndard (code)	B2.2.5.1.	B2.2.5	.1.	
Performance	e Indicator			ecognise sounds that make u	p words.
0				nake picture dictionaries.	l D l
=		tivity and innovati ng and Problem So		inication and Collaboration Po	ersonal Development and
zeadersp		.g ana : : 00:0:::: 00			
Keywords					
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Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
	Engage	Revise sounds	with learn	ers.	What have we learnt
	leaners to • Write some words on the			board and lead learners to	today?
	sing songs read them.				
	and recite familiar  • Assist learners to recognis			se sounds that make up the	
	rhymes	words			Review the lesson with
		Accoccmonty lot l	oarnors ida	antify counds that make up	learners
		words.	earriers 106	entify sounds that make up	.camers

Engage	Let learners cut pictures of different objects and	What have we learnt
leaners to		today?
sing songs	• Lead learners to write the names of the images in the	
and recite	pictures under them.	
familiar rhymes	Assessment: let learners make picture dictionaries.	Review the lesson with learners
Engage	Let learners cut pictures of different objects and	What have we learnt
leaners to	arrange them in alphabetical order in their books.	today?
sing songs and recite familiar	• Lead learners to write the names of the images in the pictures under them.	
rhymes	Assessment: let learners make picture dictionaries.	Review the lesson with learners

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