

THE GODFATHER
TERM ONE
BASIC TWO
WEEK THIRTEEN

NANA FIIFI ACQUAH SCH

WHATSAPP 0245350591

**TERM ONE
BASIC TWO
WEEK THIRTEEN**

NANA FIFI ACQUAH SCH

WEEK THIRTEEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: TWO

Week Ending: 16th June, 2021		Class size:			
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 12th June, 2021 13 th June, 2021 14 th June, 2021 15 th June, 2021 16 th June, 2021			
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. listening Comprehension B. Vocabulary C. Controlled Writing D. Using Simple Preposition E. Building The Love and Culture of Reading			
Indicator (code)	B2.1.7.1.3.	B2.2.6.1.2.	B2.4.7.1.2.	B2.5.7.1.2	B2.6.1.1.1
Content standard (code)	B2.1.7.1..	B2.2.6.1..	B2.4.7.1..	B2.5.7.1.	B2.6.1.1.
Performance Indicator	A. Learners can recognise and discuss events in a story (characters, settings, moral, etc.) B. Learners can use context clues to infer meanings of words C. Learners can match parts of sentences to compose meaningful texts D. Learners can use prepositions to form simple 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				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
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	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Read aloud a story to learners. • Have them identify and discuss (in pairs) the events in the story. • Have groups share their views with the whole class <p>Assessment: let learners narrate the events in the story.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners use context to find the meaning of the key words and make their own sentences using these key words.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday , 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • 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. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<table border="1"> <tr> <td>My house</td> <td></td> </tr> <tr> <td>The walls</td> <td>many windows.</td> </tr> <tr> <td>The windows</td> <td>is big.</td> </tr> <tr> <td>There are</td> <td>are blue.</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> • Encourage learners to do peer editing. <p>Assessment: let learners match parts of sentences to compose meaningful texts</p>	My house		The walls	many windows.	The windows	is big.	There are	are blue.					
My house															
The walls	many windows.														
The windows	is big.														
There are	are blue.														
Thursday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Provide a short passage containing prepositions that indicate position and time. • Let learners identify the prepositions. <p>e. g.</p> <ol style="list-style-type: none"> Esi sat on a chair in the room. The other pupils stood on the veranda. The teacher went to the classroom at night. <p>Assessment: let learners use prepositions to form simple sentences to indicate position and time</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>												
Friday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Use the Author’s chair to introduce the reading/ library time. • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>												

WEEK THIRTEEN : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: TWO

Week Ending: 16th June, 2021		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 12th June, 2021 13 th June, 2021 14 th June, 2021 15 th June, 2021 16 th June, 2021	
Period : 2 2 2 2 2		Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : NUMBER		Sub-strand : Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B2.1.2.2.1		
Content standard (code)	B2.1.2.2.1		
Performance Indicator	Learners can use the concept of "equal to" and "not equal to" to solve addition and subtraction problems with sums up 100		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday, 60 minutes</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Explaining that that' "≠" means "not the same as" or "not equal to"</p> <p>- 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</p> <p>Determining whether two sides of a given number sentence are equal or not and using the appropriate symbol to represent the relationship (e.g., $16 \neq 8 + 5$)</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday, 60 minutes</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Explaining that that' "≠" means "not the same as" or "not equal to"</p> <p>- 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</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday, 60 minutes</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Using a symbol () to represent an unknown in addition/subtraction statements to 100</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday, 60 minutes</p>	<p>Sing songs like: I'm counting one, what is one</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. (For example, that subtract $40 - 28$ is the same as</p>	<p>Review the lesson with Learners</p>

	<p>1 - One is one alone, alone it shall be.</p>	<p>finding the number that must be added to 28 to make 40).</p> $40 - 28 = \boxed{\text{What?}} \text{ Means } \boxed{28} + \text{What?} = 40$ <p>Or if given $40 - 28 = \underline{\quad}$ change question to $28 + \underline{\quad} = 40$. The answer is 12, so $40 - 28 = 12$).</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Friday, 60 minutes</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</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. (For example, that subtract $40 - 28$ is the same as finding the number that must be added to 28 to make 40).</p> $40 - 28 = \boxed{\text{What?}} \text{ Means } \boxed{28} + \text{What?} = 40$ <p>Or if given $40 - 28 = \underline{\quad}$ change question to $28 + \underline{\quad} = 40$. The answer is 12, so $40 - 28 = 12$).</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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WEEK THIRTEEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: TWO

Week Ending: 16th June, 2021		Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 12th June, 2021 15 th June, 2021	
Period : 2 2		Lesson : 1 of 1 2 Of 2	
Strand : FORCES AND ENERGY		Sub-strand : SOURCES AND FORMS OF ENERGY	
Indicator (code)	B2.4.1.2.1		
Content standard (code)	B2.4.1.2.		
Performance Indicator	Learners can understand that objects become hot or cold through the loss or gain of heat		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Science curriculum Page			
DAY	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 style="list-style-type: none"> Learners feel hot and cold substances and discuss their observations. In a practical activity, learners create heat by rubbing the palms, boiling water, burning candle, etc. Assessment: let learners describe how objects become hot	What have we learnt today? Ask learners to summarize the important points of the lesson

Thursday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p>.</p> <ul style="list-style-type: none"> • Engage learners in an activity that makes things lose heat, e.g. adding cold water to hot water, leaving a hot substance to stand for some time, unplugging a hot electric iron, or a local box iron, putting a substance in a refrigerator etc. • Provide learners with water and ask learners to plan how to make it hot or cold <p>Assessment: let learners describe how objects become cold</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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NANA FIIFI ACQUAH SCH

WEEK THIRTEEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: TWO

Week Ending: 16th June, 2021		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 12th June, 2021 14th June, 2021	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B2 1.2.3.2		
Content standard (code)	B2 1.2.3.		
Performance Indicator	Learners can create own artworks using available visual arts media and methods to represent artworks that reflect the natural and manmade environments in other communities in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> generate ideas from the natural and manmade environments (e.g. vegetation, animals, birds, rivers, bridges, clouds); Assessment: let learners create own artworks using available visual arts media	What have we learnt today? Ask learners to summarize the main points in the lesson

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

WEEK THIRTEEN : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: TWO

Week Ending: 16th June, 2021		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 13th June, 2021 15th June, 2021	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Festivals	
Indicator (code)	B2.3.2.1. 1		
Content standard (code)	B2.3.2.1.		
Performance Indicator	Learners can describe activities which take place during the celebration of festivals		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Learners talk about festivals they have witnessed: i. Islam - Eid-ul-Fitr, Eid-ul-Adha ii. Christianity - Easter, Christmas iii. Traditional - Kundum, Odwira, Damba, Bugum, Yam Festival. Learners talk about how the various festivals are celebrated. Assessment: Let learners how the various festivals are celebrated.	What have we learnt today? Ask learners to summarize the main points in the lesson

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

WEEK THIRTEEN : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: TWO

Week Ending: 16th June, 2021		Class size:	
Day : Friday, 60 minutes		Date : 16th June, 2021	
Period : 2		Lesson : 1 of 1	
Strand : Religious Practices and their Moral Implications		Sub-strand : Festivals in the Three Major Religions	
Indicator (code)	B2.2.2.1.1:		
Content standard (code)	B2.2.2.1.		
Performance Indicator	Learners can demonstrate activities which take place during the celebration of festivals.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Let learners mention religious festivals they have witnessed or heard of. Islam - Eid-ul-Fitr, Eid-ul-Adha, etc., Christianity-Easter, Christmas, etc., Traditional - Kundum, Odwira, Damba, Bugum, Yam Festival, etc. • Let learners, in groups, describe how various festivals are celebrated. Assessment: let learners demonstrate activities which take place during the celebration of festivals	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: HISTORY

CLASS: TWO

Week Ending: 16th June, 2021		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 13th June, 2021 15th June, 2021	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : Major Historical Locations	
Indicator (code)	B2.2.4.1.1		
Content standard (code)	B2.2.4.1.		
Performance Indicator	Learners can discuss the history of Ghana's major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Visit any historical site in their community. Assessment: let learners narrate the history of the historical site	What have we learnt today? Ask learners to summarize the main points in the lesson

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

NANA FIIFI ACQUAH SCH

WEEK THIRTEEN : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: TWO

Week Ending: 16th June, 2021		Class size:	
Day : Friday, 60 minutes		Date : 16th June, 2021	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : RHYTHMIC SKILLS	
Indicator (code)	B2.1.3.1.3		
Content standard (code)	B2.1.3.1.		
Performance Indicator	Learners can roll forward (a forward roll) from standing position and back to standing.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Squat in front of a spread mat/safe floor. Place hands on the mat/floor and tuck the chin to touch the chest. From this position, push with the hands and roll forward in a round form and back to the standing. Learner progress at their own pace and always give support. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace. Personal	What have we learnt today? Use answers to summarise the lesson.

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NANA FIIFI ACQUAH SCH

WEEK THIRTEEN : LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

CLASS: TWO

Week Ending: 16th June, 2021		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Vocabulary	
Indicator (code)	B2.2.5.1.1.	B2.2.5.1.2	
Content standard (code)	B2.2.5.1.	B2.2.5.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should recognise sounds that make up words. • The learner should make picture dictionaries. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Revise sounds with learners. • Write some words on the board and lead learners to read them. • Assist learners to recognise sounds that make up the words <p>Assessment: let learners identify sounds that make up words.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners cut pictures of different objects and arrange them in alphabetical order in their books. • Lead learners to write the names of the images in the pictures under them. <p>Assessment: let learners make picture dictionaries.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners cut pictures of different objects and arrange them in alphabetical order in their books. • Lead learners to write the names of the images in the pictures under them. <p>Assessment: let learners make picture dictionaries.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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