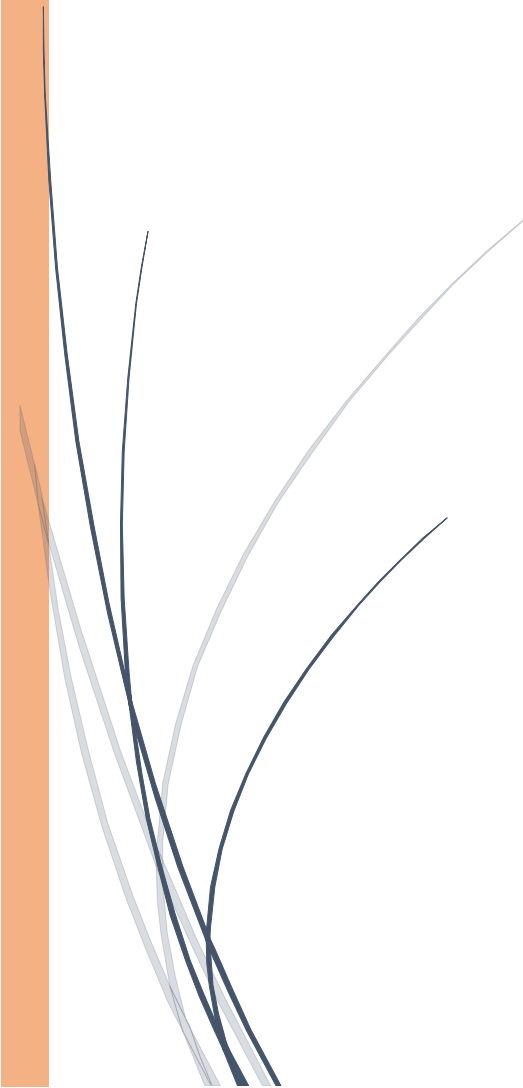




SAMPLE LESSON PLAN-WEEK TWO(2)
BASIC TWO



Fayol Inc.
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SAMPLE SCHEME OF LEARNING- WEEK ONE (I)

BASIC TWO

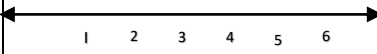
Name of School.....

Week Ending	17 th January, 2020
Class	Two
Subject	ENGLISH LANGUAGE
Reference	English Language curriculum Page
Learning Indicator(s)	B2.1.5.1.1. B2.2.6.1.1. B2.4.5.1.1. B2.5.5.1.1. B2.6.1.1.1
Performance Indicator	A. Learners can dramatize/role-play stories heard or read B. Learners can read level-appropriate sight words, understand and use many of them in meaningful sentences C. Learners can write simple sentences to express feelings D. Learners can identify and use simple sentences to describe the weather and show quantity and position or order of people and things E. Learners can read a variety of age and level-appropriate books and texts from print and non-print
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
Core Competencies: Reading and Writing Skills Personal Development and Leadership Communication and Collaboration	

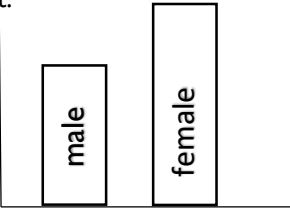
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)																																				
Monday	Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc.	A. ORAL LANGUAGE <i>(Dramatization and Role Play)</i> Revise and discuss the story and have learners recall main events and characters Select learners and assign them roles to play. Let learners dramatize or role-play the story.	Interview and ask learners to share their feelings about the roles they played Learners to tell the roles they will like to play in the next lesson and why																																				
Tuesday	Engage learners to recite a few rhymes with actions "It's Raining, It's Pouring" It's raining: it's pouring. The old man is snoring. He bumped his head on the top of the bed, And couldn't get up in the morning.	B. READING <i>(Vocabulary)</i> Have learners repeat some sight words on a chart aloud a number of times. Write the words on the board. Have learners read the words in order and at random. Assessment: Use think-pair-share to have learners form sentences with them.	Paste sight words chart for learners to read and spell each word <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td>¹ big</td> <td>² into</td> <td>³ my</td> <td>⁴ like</td> <td>⁵ all</td> <td>⁶ look</td> </tr> <tr> <td>¹ into</td> <td>² here</td> <td>³ little</td> <td>⁴ she</td> <td>⁵ into</td> <td>⁶ like</td> </tr> <tr> <td>¹ she</td> <td>² big</td> <td>³ at</td> <td>⁴ like</td> <td>⁵ my</td> <td>⁶ she</td> </tr> <tr> <td>¹ at</td> <td>² all</td> <td>³ look</td> <td>⁴ here</td> <td>⁵ little</td> <td>⁶ at</td> </tr> <tr> <td>¹ into</td> <td>² my</td> <td>³ like</td> <td>⁴ she</td> <td>⁵ big</td> <td>⁶ here</td> </tr> <tr> <td>¹ look</td> <td>² here</td> <td>³ little</td> <td>⁴ into</td> <td>⁵ all</td> <td>⁶ 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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<p>Wednesday</p>	<p>Take learners through the creeping activities for them to exercise their wrists</p> <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>C. WRITING (Writing simple words)</p> <p>Put learners in groups to share their feelings orally.</p> <p>Let each one write, at least, one sentence to express a feeling, e.g. "I like rice and stew."</p> <p>Encourage learners to write eligibly and clearly in their workbooks.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners home task to write at least 3-worded sentence about themselves</p>
<p>Thursday</p>	<p>Engage learners to recite a few rhymes with actions</p> <p><u>Row, Row, Row Your Boat</u> Row, row, row your boat. Gently down the stream Merrily, merrily, merrily, merrily. Life is but a dream.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (Using qualifying words: adjectives)</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>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p>
<p>Friday</p>	<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>E. 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	17 th January, 2020		
Class	Two		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 23		
Learning Indicator(s)	B2.1.1.1.5		
Performance Indicator	Represent number quantities up to 1000 in equivalent ways focusing on place value and equality		
Strand	Number		
Sub strand	Counting, Representation And Cardinality		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Learners to play the “Ten green bottles sitting on the wall” game. Draw each number on separate cards, starting with the number 1 and ending with the number of the children available to play, and hang them on each child so they all can see it. The children will dance in a circle, holding hands singing the lyrics of the song. They will have to fall down one by one until all of them will lay down, each time they say the verse	Describe the relative size of two or more numbers using model blocks. Example: find the relative size of the following numbers 742 456 453 785 Guide learners to represent each number by its equivalent blocks Learners arrange blocks from the smallest to the highest. Hence 453, 456, 742 , 785. Assessment: learners solve with more examples	Can someone tell me what we have learnt today? Describing the relative size of numbers using blocks. (applause) Who can tell me the relative size of 915 and 830. 915 is bigger than 830. (applause) Give learners independent or home task to do.
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	Describe the relative size of two or more numbers using model blocks. Example: find the relative size of the following numbers 240, 573, 267, 916 Let learners explore to begin from smallest to the biggest or from biggest to the smallest	Can someone tell me what we have learnt today? Describing the relative size of numbers using blocks. (applause) Give learners independent or home task to do.
Wednesday	Have learners to form a big circle. Everyone takes turns saying a number starting with 1, 2, 3 and so on. At every number with a 4 in it or a multiple of 4, that person needs to say BUZZ instead of the number.	describe the relative size of two or more numbers using number line. Example: find the relative size of the following numbers 6, 1, 3, 2, 5, 4 Draw the number line on the board and guide them to	Can someone tell me what we have learnt today? Describing the relative size of numbers using number line. (applause) Give learners independent or home task to do.

	<p>The next person just continues the series. For example; 1-2-3-buzz-5-6-7-buzz-9-10-11-buzz-13-14-15-buzz etc.</p> <p>You can choose any number that might be relevant and replace the buzz with another word.</p>	<p>represent the numbers on the line</p>  <p>Assessment: Let learners solve several examples to find the relative size of numbers</p>	
Thursday	<p>Engage learners to play the Dice game.</p> <p>Put learners into pairs and give out two dice to each pair.</p> <p>Have a partner to toss the dice and the other add up the two numbers that shows up.</p> <p>Play the game in groups to encourage competition</p>	<p>Represent and describe numbers to 1000 in equivalent ways (e.g., 147 is 3 less than 150, is 7 more than 140, is almost half of 300, is a little larger than 145 but a lot larger than 15, etc.)</p> <p>Assessment: guide learners solve more examples</p>	<p>Review the lesson with learners</p> <p>Give learners independent or home task to do.</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>Represent and describe numbers to 1000 in equivalent ways (e.g., 147 is 3 less than 150, is 7 more than 140, is almost half of 300, is a little larger than 145 but a lot larger than 15, etc.)</p> <p>Assessment: guide learners solve more examples</p>	<p>Review the lesson with learners</p> <p>Give learners independent or home task to do.</p>

Week Ending	17 th January, 2020		
Class	Two		
Subject	SCIENCE		
Reference	Science curriculum Page 41		
Learning Indicator(s)	B2.3.1.1.1		
Performance Indicator	Learners can know the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands		
Strand	Systems		
Sub strand	The Human Body System		
Teaching/ Learning Resources	Learners, pictures, videos, paper, pencils, crayons		
Core Competencies: Digital Literacy Communication and Collaboration Critical Thinking and Problem Solving Personal Development and Leadership Creativity and Innovation			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners to sing songs and recite rhymes to get them ready for the lesson	Learners talk about the biological uses of the human body parts in pairs. Have learners to discuss the uses of the parts of the body.	Use questions and answers to review learners understanding in the lesson.
	Use questions and answers to review the previous lesson with learners	let learners role play with the uses of the parts of the body. Example: "I am called eyes"-the body sees with me.	Ask learners to talk about what they enjoyed most during the lesson
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles. Discuss what is trending and invite learners to share their opinions on them.	In groups learners brainstorm and talk about what will happen if some parts of the body are absent or not working well? Let learners act some of scenarios highlighted Example: learners walk with one leg etc.	Ask learners to talk about what they enjoyed most during the lesson Use questions and answers to review learners understanding in the lesson



Week Ending	17 th January, 2020		
Class	Two		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B2.2.4.1.1.		
Performance Indicator	Learners can explain the need to accept and adapt to a change in the total number of people, as a responsible citizen		
Strand	All Around Us		
Sub strand	Population And Settlement		
Teaching/ Learning Resources	Map of Ghana, atlas, Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration, Personal Development and Leadership Creativity and Innovation Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners form two circles such that a small circle is within a bigger circle. Members in the small circle face members in the bigger circle, and ask them questions to answer on the previous lessons.	Engage learners to discuss some problems they face in their families. Example: shirking of responsibilities etc. Share roles among learners and have them role play problems of a large family size.	Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently
	Tell learners an interesting story from your childhood, or something that occurred to you this weekend Observe and listen to how pupils will relate to your story	Represent the number of family members in your house with a bar chart.  Assessment: Learners explain what happens to the class size when a new learner joins or leaves your class.	Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently
	Use series of questions to revise with learners on the previous lesson	Learners talk about skills needed to accept and adjust to a change in the total number of people in a place. Example: respect the rights of others, tolerance, sharing.	Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently

Week Ending	17 th January, 2020		
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 9		
Learning Indicator(s)	B2. 2.1.1.1:		
Performance Indicator	Learners can explain the importance of worship.		
Strand	Religious Practices and their Moral Implications		
Sub strand	Religious worship in the three main religion in Ghana		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Group learners according to the religion they belong Have each group sing songs and perform any act of worship of that religion	Revise with learners some acts of worship they know. Example: clapping, singing, dancing etc. Lead learners to talk about the importance of worship at home, church or mosque and in school: Example: - It is a command from God to serve Him.	Ask learners series of questions to review their understanding of the lesson Have learners to read and spell the key words written on the board

Week Ending	17 th January, 2020		
Class	Two		
Subject	HISTORY		
Reference	History curriculum Page 11		
Learning Indicator(s)	B2.2.4.1.1		
Performance Indicator	Learners can discuss the history of Ghana's major historical locations;		
Strand	My Country Ghana		
Sub strand	Major Historical Locations		
Teaching/ Learning Resources	A map of Ghana showing major historical locations/ Resource person		
Core Competencies: The use of evidence to appreciate the significance of historical locations helps learners to develop cultural identity, creative and innovative skills			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Use series of questions to revise with learners on the previous lesson	Identify the major historical locations in Ghana. Show and discuss video, stories, or slides documentary, about the history of these major historical locations in Ghana. Assessment: let learners talk about parts of the video, documentary that interest them most	Ask learners to talk about what they enjoyed most during the lesson Use series of questions to review the understanding of learners
	show pictures of the Okomfo Anokye Sword to learners have learners to observe and talk about the pictures 	Retell the history of these major historical locations in Ghana. <u>Okomfo Anokye Sword</u> The immovable sword driven into the ground by Okomfo Anokye remains and is the venue of the Okomfo Anokye Teaching Hospital. History has it that the sword was pushed into the ground, almost 300years ago. It is believed that no one would be able to remove the sword, and so it has remained in spite of attempts. The Ashanti state, it is believed, would collapse should the sword be pulled out of the ground etc. Assessment: have learners to search the internet to find more about the Okomfo Anokye Sword	Use series of questions to review the understanding of learners. Example: Ask learners to talk about what they enjoyed most during the lesson

Week Ending	17 th January, 2020
Class	Two
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B2.1.1.2
Performance Indicator	Learners can explore own experiences to talk about performing artworks that reflect people in other communities in Ghana
Strand	Performing Arts
Sub strand	Thinking and Exploring Ideas
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community

Core Competencies: Decision Making Creativity and Innovation Communication Collaboration Digital Literacy.

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>show pictures of people performing the Kpatsa dance to learners'</p> <p>let learners observe and talk about the pictures</p> 	<p>Guide Learners to brainstorm on performing artworks that are produced or performed by people in other parts of Ghana.</p> <p>Today we shall look at the “Kpatsa” dance.</p> <p>The “Kpatsa” dance is a traditional dance of the people of the Adangme people; it is said to be associated with abodo (dwarfs).Etc.</p> <p>Guide learners to identify the props, costumes, instruments and elements, , used in performing the “Kpatsa” dance;</p> 	<p>Ask learners to talk about what they enjoyed most during the lesson</p>
	<p>Review the previous lesson with questions and answers</p>	<p>Invite a resource person to demonstrate the dance to learners.</p> <p>Assessment: Learners dance in groups and in turns</p>	<p>Learners observe and appreciate the performance of others</p>

Week Ending	17 th January, 2020		
Class	Two		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B2.1.6.1.1-2		
Performance Indicator	<ul style="list-style-type: none"> • Learners can discuss occasions to greet and talk about the importance of greetings • Learners can discuss the greetings associated with different occasions 		
Strand	Oral Language (Listening and Speaking)		
Sub strand	Conversation		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation Communication and collaboration Cultural identity and global citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Play games and recite rhymes to get them ready for the lesson	<p>Ask learners to tell you what they do when they meet a teacher in school in the morning.</p> <p>Demonstrate different greeting to learners.</p> <p>Lead learners through discussions to recognize the various occasions to greet.</p>	<p>Learners to tell what was interesting about the lesson</p> <p>Learners role play forms of greetings</p>
	Play games and recite rhymes to get them ready for the lesson	<p>Pick about three occasions and discuss their greetings with learners. E.g. Festivals, birth, death, etc.</p> <p>Lead learners to discuss the values of greetings. E.g.to show respect, politeness, concern, friendliness, phatic communion, etc.</p>	<p>Learners to tell what was interesting about the lesson</p> <p>Learners role play forms of greetings</p>
	Play games and recite rhymes to get them ready for the lesson	<p>Let learners mention some occasions they know.</p> <p>Write the occasions on the board.</p> <p>Write the various occasional greetings on the board and lead learners to connect the occasions with the greetings.</p> <p>Allow learners to practice the greetings in pairs.</p>	<p>Learners to tell what was interesting about the lesson</p> <p>Learners role play forms of greetings</p>

Week Ending	17 th January, 2020		
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B2.1.8.1.8		
Performance Indicator	Perform the overhand throw pattern		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop personal skills and leadership skills as they acquire throwing, catching, concentration, precision, coordination, teamwork, tolerance, fair-play, communication, creativity etc. as they practice underarm throwing patterns as individuals and in a game.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Take learners through general and specific warm ups	After warm-ups pick up a ball and stand shoulder width apart. Extent the arm with the ball above the head as you step forward with the opposite leg. Swing the extended arm forward to throw the ball over the hand. Learners practice the skill and give them feedback. Allow learners to progress at their pace.	Organize mini handball game for learners to experience the skill in real-life situation. End the lesson with cool down.