

# **TERM TWO**

## **BASIC TWO**

### **WEEK EIGHT**

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## WEEKLY SCHEME OF LEARNING- WEEK EIGHT

## BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.7.1.1. B2.2.7.1.3 B2.4.5.1.3 B2.5.7.1.1 B2.6.1.1.1	
Performance Indicator		Learners can listen to and interact actively with drama Learners can retell level-appropriate texts in own words Learners can draw a picture and write at least a sentence to share an opinion Learners can identify prepositions in sentences to indicate days, dates and places 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: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE  After Reading – Have learners retell the story. • Let learners role-play the story.  ASSESSMENT: let learners interact actively with drama	What have we learnt today?  Ask learners to summarize the main points in the lesson

Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Revise some previous stories told.</p> <ul style="list-style-type: none"> <li>• Have learners retell a story using simple herring-bone strategies</li> </ul> <p>ASSESSMENT: let learners retell level-appropriate texts in own words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> <li>• Show pictures of 'smiley/images on your phone or card', e.g. smiling, angry, indifferent or frightened faces, etc.</li> <li>• Let learners study the pictures and interpret them.</li> <li>• Let learners, in pairs, discuss their opinions.</li> </ul> <p>ASSESSMENT: let learners draw a picture and write at least a sentence to share an opinion</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Let learners use the preposition in, on, in context.</p> <p>ASSESSMENT: let learners identify prepositions in sentences to indicate days, dates and places</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age and level-appropriate books for learners to make a choice.</li> <li>• Introduce narratives, pop-up and flip-the-page texts to learners.</li> <li>• Introduce e-books to learners, if available.</li> <li>• For each reading session, guide learners to select books</li> </ul> <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>
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<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		CREATIVE ARTS	
<b>Reference</b>		Creative Arts curriculum	
<b>Learning Indicator(s)</b>		B2 2.3.5.2	
<b>Performance Indicator</b>		Learners can perform own artworks to share creative experiences that reflect the natural and manmade environments in other Ghanaian communities	
<b>Strand</b>		PERFORMING ARTS	
<b>Sub strand</b>		Displaying and Sharing	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<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	Engage learners to sing songs and recite familiar rhymes	Learners are to: • perform own music, dance and drama to share ideas, educate and inform the target audience on things that reflect the natural and manmade environments in other parts of Ghana  ASSESSMENT: let learners perform own artworks to share creative experiences	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to perform some of the music, dance and drama artworks of people in other communities in Ghana.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		ASSESSMENT: let learners perform own artworks to share creative experiences	
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<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		MATHEMATICS	
<b>Reference</b>		Mathematics curriculum Page	
<b>Learning Indicator(s)</b>		B2.2.1.1.1	
<b>Performance Indicator</b>		Learners can demonstrate an understanding of increasing and decreasing number patterns	
<b>Strand</b>		ALGEBRA	
<b>Sub strand</b>		Patterns and Relationships	
<b>Teaching/ Learning Resources</b>		Counters	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<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	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Identify the pattern rule used to create a pattern that increases or decreases by 2, 5 or 10. (i.e. in the pattern 2, 4, 6, 8 ,... - the rule is “add 2 or jump by 2) and extend the pattern for the next 2 or 3 terms.	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Identify the pattern rule used to create a pattern that increases or decreases by 2, 5 or 10. (i.e. in the pattern 2, 4, 6, 8 ,... - the rule is “add 2 or jump by 2) and extend the pattern for the next 2 or 3 terms.	Review the lesson with Learners  Assessment: have learners to practice with more examples

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Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Identify errors or omissions in increasing or decreasing patterns (e.g. 5, 10, 20, 25, 30...) and explain the reasoning and strategy used to identify the pattern</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Identify errors or omissions in increasing or decreasing patterns (e.g. 5, 10, 20, 25, 30...) and explain the reasoning and strategy used to identify the pattern</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Identify errors or omissions in increasing or decreasing patterns (e.g. 5, 10, 20, 25, 30...) and explain the reasoning and strategy used to identify the pattern</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>



Week Ending			
Class		Two	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B2.4.2.1.1	
Performance Indicator		Learners can recognise the importance of safety when using electricity	
Strand		FORCES AND ENERGY	
Sub strand		ELECTRICITY AND ELECTRONICS	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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	Engage learners to sing songs and recite familiar rhymes	Teacher reinforces learners’ ideas by mentioning the safety ways of using electricity. • Learners to know basic safety tips on electricity such as wearing of insulator (plastic/or any other material) shoes and slippers, making sure hands are dry etc., plugging sockets with the aid of insulating materials (plastic/wood etc.) rather than metals  ASSESSMENT: let learners identify the importance of	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		safety when using electricity	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Enquire from learners why electrical gadgets are covered with plastics and wooden materials</p> <p>ASSESSMENT: let learners mention the importance of safety when using electricity</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Week Ending			
Class		Two	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B2. 3.1.1.1:	
Performance Indicator		Learners can narrate the story of the early life of the religious leaders in the three religions in Ghana	
Strand		Religious Leaders	
Sub strand		Early Life of the Leaders of the three Major Religions	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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)
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners mention the names of the religious leaders: Jesus Christ, the Holy Prophet (SallahuAlaihiWasallam-S.A.W (Peace be upon Him)) OkomfoAnokye, TohaZie, EgyaAhor, etc.  • Discuss with learners the early lives of these religious leaders. - The Lord Jesus Christ; - The Holy Prophet Muhammad (SAW), - A Traditional Leader.  ASSESSMENT: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		HISTORY	
<b>Reference</b>		History curriculum Page	
<b>Learning Indicator(s)</b>		B2.2.5.1.1	
<b>Performance Indicator</b>		Learners can identify Ghanaian women who have made significant contributions to national development	
<b>Strand</b>		My Country Ghana	
<b>Sub strand</b>		Some Selected Individuals	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<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>
Tuesday	Engage learners to sing songs and recite familiar rhymes  Which Ghanaian women contributed to national development?	Name some outstanding women in the history of Ghana. 2. Match these women with their achievements in Ghana  ASSESSMENT: let learners identify Ghanaian women who have made significant contributions to national development	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Name some outstanding women in the history of Ghana. 2. Match these women with their achievements in Ghana  ASSESSMENT: let learners identify Ghanaian women who have made significant contributions to national development	What have we learnt today?  Ask learners to summarize the main points in the lesson

Week Ending			
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B2.2.3.2.1:	
Performance Indicator		Learners can compare the body parts	
Strand		MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	
Sub strand		RELATIONS	
Teaching/ Learning Resources		cones	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners identify that apart from deformity all body parts are almost the same. Learners compare right hand with the left hand, etc	What have we learnt today?  Use answers to summarise the lesson.

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Week Ending			
Class		Two	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B2.3.4.1. 1.	
Performance Indicator		Learners can narrate the story of the early life of the religious leaders in the three religions in Ghana	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Being a Leader	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners mention the names of the religious leaders: Jesus Christ, the Holy Prophet (Sallahu Alaihi Wasallam- S.A.W. (Peace be upon him), Okomfo Anokye, Toha Zie, Egya Ahor, etc. Learners talk about the early lives of these religious leaders. • The Lord Jesus Christ; • The Holy Prophet Muhammad S.A.W. • A Traditional Leader  ASSESSMENT: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Let learners role play some important aspects of the early life of a religious leader	What have we learnt today?  Ask learners to summarize the main points in the lesson

		ASSESSMENT: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana	
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<b>Learning Indicator (s) (Ref. No.)</b>		B2.3.3.1.1 Write and practise saying letters they have difficulty with.	
<b>Performance Indicators</b>		The learner should write and practise saying letters they have difficulty with.	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
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)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"><li>• Write the letters of the alphabet and simple words on the board.</li><li>• Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other.</li><li>• Let learners keep practicing those they have difficulty with.</li></ul> ASSESSMENT: let learners write and practise saying letters they have difficulty with.	What have we learnt today?  <



		ASSESSMENT: let learners write and practise saying letters they have difficulty with.	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write the letters of the alphabet and simple words on the board.</li> <li>• Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other.</li> <li>• Let learners keep practicing those they have difficulty with.</li> </ul> <p>ASSESSMENT: let learners write and practise saying letters they have difficulty with.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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