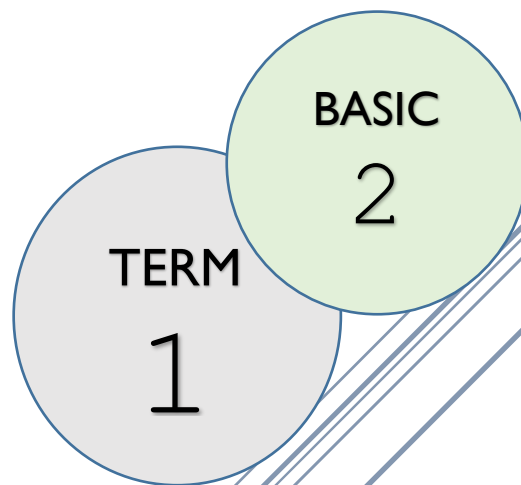


# LESSON PLANS FOR PRIMARY SCHOOLS

## BASIC TWO



- Weekly forecast
- Detailed lesson plans



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FIRST TERM LESSON NOTES – BASIC 2

SCHEME OF LEARNING – TERM I

**ENGLISH LANGUAGE**

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Songs	B2.1.1.1	B2.1.1.1.1.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
2	Oral Language	Rhymes	B2.1.2.1	B2.1.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
3	Oral Language	Story Telling	B2.1.4.1	B2.1.4.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
4	Oral Language	Dramatization and Role-Play	B2.1.5.1	B2.1.5.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
5	Reading	Phonics	B2.2.2.1	B2.2.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
6	Reading	Word Families, Rhyming Endings and Common Digraphs	B2.2.3.1	B2.2.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library



7	Writing	Penmanship	B2.4.2.1	B2.4.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
8	Writing	Writing Letters – Small and Capital	B2.4.3.1	B2.4.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
9	Writing	Labelling Items	B2.4.4.1	B2.4.4.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
10	Writing Conventions & Grammar Usage	Using Capitalization	B2.5.1.1	B2.5.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
11	Writing Conventions & Grammar Usage	Using Punctuation	B2.5.2.1	B2.5.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Writing Conventions & Grammar Usage	Using Action Words	B2.5.4.1	B2.5.4.1.1	
12	Extensive Reading	Building the love and culture of reading	B2.6.1.1	B2.6.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library



## MATHEMATICS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Number	Counting, Representation & Cardinality	B2.1.1.1	B2.1.1.1.1 Finding how many using (number names, counting sequence, how to count)	Counters patterns made from manila cards
2	Number	Counting, Representation & Cardinality	B2.1.1.1	B2.1.1.1.1 Number in different positions around a given number in a number chart (1-1000)	
3	Number	Counting, Representation & Cardinality	B2.1.1.1	B2.1.1.1.2 Using number names and non-standard units (marked 10s and 1s) for measuring (lengths & volumes) to count and find out how many and much up to 999	Counters patterns made from manila cards
4	Number	Number Operations	B2.1.2.1	B2.1.2.1.1 Conceptual understanding of place value of whole numbers between 0 and 1000	



5	Number	Number Operations	B2.1.2.1	B2.1.2.1.1 Number quantities up to 1000 in equivalent ways focusing on place value and equality	Counters patterns made from manila cards
6	Number	Number Operations	B2.1.2.2	B2.1.2.2.1 Using place value to compare and order whole numbers up to 1000 using comparative languages, numbers and symbols $>$ , $<$ , $=$	
7	Number	Money	B2.1.4.1	B2.1.4.1.1 Recognising Ghanaian coins and currency notes to include GH1, GH2, GH5, GH10, GH20, GH50 and determine the value of a collection of coins and notes up to GH50.	Paper strips, cut out cards
8	Algebra	Patterns And Relationship	B2.2.1.1	B2.2.1.1.1 Increasing and decreasing number patterns.	Paper strips, cut out cards
9	Geometry And Measurement	2D And 3D Shapes <b>(Attributes of 3D objects)</b>	B2.3.1.1	B2.3.1.1.1 Common features or attributes of a collection of 3D objects (spheres, cylinders, cones,	Paper strips, cut out cards



				pyramids, cubes) of different dimensions	
<b>10</b>	Geometry And Measurement	2D And 3D Shapes <b>(Attributes of 2D objects)</b>	B2.3.1.1	B2.3.1.1.2 Common features of 2D shapes including (circles, triangles, rectangles, squares, pentagon, hexagons) of different dimensions	Ghana Cedi (notes & coins)
<b>11</b>	Geometry And Measurement	2D And 3D Shapes <b>(Creating two-dimensional shapes)</b>	B2.3.1.1	B2.3.1.1.3 Creating 2D shapes based on given feat	Counters patterns made from manila cards
<b>12</b>	Data	Using tallies to collect and organize data	B2.4.1.1.1	Data Collecting and organizing data using tallies, checkmates, charts, lists or objects	



## SCIENCE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Diversity of Matter	Living And Non-Living Things	B2.1.1.1	B2.1.1.1.1 The basic structure of plants	Pictures of Plants and animals in the environment, plastics videos paper, metal woods pencil
2	Diversity of Matter	Living And Non-Living Things	B2.1.1.1	B2.1.1.1.1 The basic structure of animals (head, limbs and trunk)	
3	Diversity of Matter	Living And Non-Living Things	B2.1.1.2	B2.1.1.2.1 Grouping things into living and non-living things	Pictures of Plants and animals in the environment, plastics videos paper, metal woods pencil
4	Diversity of Matter	Materials	B2.1.2.1	B2.1.2.1.1 Some common properties of materials	Metals, woods plastics soil stones paper pencil crayons balloons water sand salt sugar
5	Diversity of Matter	Materials	B2.1.2.2	B2.1.2.2.1 Properties of solids, liquids and gases	
6	Diversity of Matter	Materials	B2.1.2.3	B2.1.2.3.1 Solid-solid mixture and how to separate the components	Metals, woods plastics soil stones paper pencil crayons balloons water sand salt sugar
7	Cycles	Earth Science	B2.2.1.1	B2.2.1.1.1 Importance of dry and wet seasons	Torch candle matchstick lantern paper pencil pictures of well river stream water
8	Cycles	Earth Science	B2.2.1.2	B2.2.1.2.1 Sources of light to the earth	
9	Cycles	Earth Science	B2.2.1.4.	B2.2.1.4.1 Qualities of good drinking water	Torch candle matchstick lantern paper pencil pictures of well river stream water
10	Cycles	Earth Science	B2.2.1.4	B2.2.1.4.2 Uses of air	



11	The Human Body System <i>(Functions of the human body parts)</i>	B2.3.1.1	B2.3.1.1.1	The Human Body System <i>(Functions of the human body parts)</i> Functions of the human body parts	Learners, pictures, videos, paper, pencils, crayons
12	The Solar System <i>(The main source of light to the earth)</i>	B2.3.2.1	B2.3.2.1.1	The Solar System <i>(The main source of light to the earth)</i> The sun as the main source of light and warmth on earth	Model shapes of sun, moon and stars



## RELIGIOUS & MORAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	God's creation and Attributes	God the Creator	B2.1.1.1	B2.1.1.1.1 Attributes of God	Wall charts, wall words, posters, video clip, etc.
2	God's creation and Attributes	God the Creator	B2.1.1.1	B2.1.1.1.1 Attributes of God	
3	God's creation and Attributes	God the Creator	B2.1.1.1	B2.1.1.1.1 Attributes of God that reveal His nature as Sustainer of life	Wall charts, wall words, posters, video clip, etc.
4	God's creation and Attributes	God the Creator	B2.1.1.1	B2.1.1.1.1 Attributes of God in local language	
5	God's creation and Attributes	The Environment	B2.1.2.1	B2.1.2.1.1: The Environment	Wall charts, wall words, posters, video clip, etc.
6	God's creation and Attributes	The Environment	B2.1.2.1	B2.1.2.1.1: The Environment	
7	God's creation and Attributes	The Environment	B2.1.2.1	B2. 1.2.1.2: Importance of the environment	Wall charts, wall words, posters, video clip, etc.
8	God's creation and Attributes	The Environment	B2.1.2.1	B2. 1.2.1.2: Human activities that destroy God's creation or the environment	
9	God's creation and Attributes	Purpose of God's Creation	B2.1.3.1	B2.1.3.1.1 God's creation	Wall charts, wall words, posters, video clip, etc.



<b>10</b>	God's creation and Attributes	Purpose of God's Creation	B2.1.3.1.	B2.1.3.1.1 God's creation	
<b>11</b>	God's creation and Attributes	Purpose of God's Creation	B2.1.3.1.	B2.1.3.1.1 Purpose of God's creation	Wall charts, wall words, posters, video clip, etc.
<b>12</b>	God's creation and Attributes	Purpose of God's Creation	B2.1.3.1.	B2.1.3.1.1 Purpose of God's creation	



## HISTORY

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1 Ethnics groups in Ghana	A map of Ghana indicating the various ethnic groups.
2	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1 Ethnics groups in Ghana	
3	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1 Ethnics groups in Ghana	
4	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1 The administrative regions of Ghana	A map of Ghana tracing the migration route of the ethnic groups.
5	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1 The administrative regions of Ghana	
6	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1 Ethnic groups in each region	
7	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1 Ethnic groups in each region	A poster showing a timeline of the periods each group arrived in Ghana
8	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1 Characteristics of the Ethnic groups in Ghana (food, dressing, festivals, language, political institutions, social & economics activities, taboos, oaths)	



9	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1 Characteristics of the Ethnic groups in Ghana (food, dressing, festivals, language, political institutions, social & economics activities, taboos, oaths	A map of Ghana tracing the migration route of the ethnic groups.
10	My Country Ghana	The People of Ghana	B2.2.1.1	B2.2.1.1.1 Characteristics of the Ethnic groups in Ghana (food, dressing, festivals, language, political institutions, social & economics activities, taboos, oaths	
11	My Country Ghana	Major Historical locations	B2.2.4.1	B2.2.4.1.1 Major Historical locations in Ghana Significance of these locations	A map of Ghana showing major historical locations
12	My Country Ghana	Major Historical locations	B2.2.4.1	B2.2.4.1.1 Major Historical locations in Ghana Significance of these locations	



## CREATIVE ARTS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual Arts	Thinking and Exploring Ideas (Visual Arts)	CSE I	B2. 1.1.1.1 B2. 1.1.1.2 How to generate own ideas for artistic expressions on the people based on their history & culture, environment & local/national/global.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
2	Visual Arts	Thinking and Exploring Ideas (Visual Arts)	CSE I	B2. 1.1.1.3 B2. 1.1.1.4 How to generate own ideas for artistic expressions on the people based on their history & culture, environment & local/national/global.	
3	Performing Arts	Thinking and Exploring Ideas (Performing Arts)	CSE I	B2. 2.1.1.1 B2. 2.1.1.2 How to generate own ideas for artistic expressions on the people based on their history & culture, environment & local/national/global.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
4	Performing Arts	Thinking and Exploring Ideas (Performing Arts)	CSE I	B2. 2.1.1.3 B2. 2.1.1.4 How to generate own ideas for artistic expressions on the people based on their history & culture,	



				environment & local/ national/global.	
5	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	B2.1.2.2.1 B2.1.2.2.2 How to organise own ideas through experimenting with available media for creating artworks based on their history & culture, environment & local/national/ global issues of other communities.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
6	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	B2.1.2.2.3 B2.1.2.2.4 How to organise own ideas through experimenting with available media for creating artworks based on their history & culture, environment & local/national/ global issues of other communities.	
7	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	B2.2.2.2.1 B2.2.2.2.2 How to organise own ideas through experimenting with available media for creating artworks based on their history & culture, environment & local/national/ global issues of other communities.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community



8	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	<p>B2.2.2.2.3</p> <p>B2.2.2.2.4</p> <p>How to organise own ideas through experimenting with available media for creating artworks based on their history &amp; culture, environment &amp; local/national/ global issues of other communities.</p>	
9	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	<p>B2.1.2.3.1</p> <p>B2.1.2.3.2</p> <p>How to organise own ideas through experimenting with available media for creating artworks based on their history &amp; culture, environment &amp; local/national/ global issues of other communities.</p>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
10	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	<p>B2.1.2.3.3</p> <p>How to organise own ideas through experimenting with available media for creating artworks based on their history &amp; culture, environment &amp; local/national/ global issues of other communities.</p>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
11	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	<p>B2.2.2.3.1</p> <p>B2.2.2.3.2</p> <p>How to create expressive artworks based on own ideas by</p>	Photos, videos, art paper, colors and traditional art tools, other materials



				applying knowledge of media & production methods to reflect African cultures, visual arts, environment, etc.	available in the community
<b>12</b>	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	B2.2.2.2.3 How to create expressive artworks based on own ideas by applying knowledge of media & production methods to reflect African cultures, visual arts, environment, etc.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community



## GHANAIAN LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDAR D	INDICATOR S	RESOURCES
1	Listening and Speaking	Songs	B2.1.1.1	B2.1.1.1.1-3	Word cards, sentence cards, letter cards, handwriting on a manila card
2	Listening and Speaking	Rhymes	B2.1.2.1	B2.1.2.1.1-2	
3	Listening and Speaking	Listening & Story Telling	B2.1.4.1	B2.1.4.1.1-3	
4	Oral Language	Dramatization and Role Play	B2.1.5.1	B2.1.5.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
5	Reading	Phonological & Phonemic Awareness	B2.2.3.1	B2.2.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
6	Reading	Phonics: letter & sound knowledge	B2.2.4.1	B2.2.4.1.1-3	
6	Reading	Phonics: letter & sound knowledge	B2.2.4.2	B2.2.4.2.1-4	
7	Writing	Penmanship & Handwriting	B2.3.1.1	B2.3.1.1.1-2	Word cards, sentence cards, letter cards,
8	Writing	Penmanship & Handwriting	B2.3.1.1	B2.3.1.1.3-4	
9	Writing Conventions	Integrating Grammar in Written Language (Capitalization)	B2.5.1.1	B2.5.1.1.1-3	Word cards, sentence cards, letter cards, handwriting on a manila card
10	Writing Conventions	Integrating Grammar in Written Language (Punctuation)	B2.5.3.1	B2.5.3.1.1	



11	Writing Conventions	Integrating Grammar in Written Language (Use of Action Words)	B2.6.1.1	B2.5.3.1.2	Word cards, sentence cards, letter cards and a class library
12	Extensive Reading	Building the love and culture of reading in learners	B2.6.2.1	B2.6.2.1.1	



**FIRST TERM LESSON PLAN**  
**BASIC TWO (ENGLISH LANGUAGE)**  
**WEEK I**

Name of School: .....

Name of Teacher: .....

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b>		<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration	
<b>Class:</b> B2	<b>Class Size:</b>		
<b>Content Standard:</b> B2.1.1.1 B2.2.2.1 B2.4.2.1 B2.5.1.1 B2.6.1.1		<b>Indicator:</b> B2.1.1.1.1 B2.2.2.1.1. B2.4.2.1.1 B2.5.1.1.1. B2.6.1.1.1	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> A. Learners can interpret familiar songs B. Learners can blend syllables to produce words C. Learners can copy sentences clearly D. Learners can use capital letter to write names of particular places and days of the week E. Learners read a variety of age and level appropriate books and texts from print			
<b>References:</b> English Language Curriculum Pg.			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
Monday	Led learners to recite a few rhymes  <b><u>Jack and Jill</u></b> Jack and Jill went up the hill To fetch a pail of water Jack fell down and broke his crown And Jill came tumbling after	<b><u>A. ORAL LANGUAGE</u></b> (Songs Pg.39)  Identify some familiar songs from learners' locality.  Teach the songs with themes from their locality.  Discuss the moral values of the songs.  Let learners sing songs using gestures appropriately.  Have learners interpret the songs in their own words.	Ask learners to mention the names of their favorite characters in the story and why?  Have learners to read and spell the key words on the board
Tuesday	Engage learners to play "Get Out Of The Wagon" game.	<b><u>B. READING</u></b> (Phonics)	Ask learners to mention the names of their favorite characters in the story and why?



	<p>Three words are placed in a wagon/table. Example:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 10px;">cake</td> <td style="padding: 2px 10px;">rake</td> <td style="padding: 2px 10px;">king</td> </tr> </table> <p>The child determines which word doesn't rhyme and tells it to 'get out of the wagon'</p>	cake	rake	king	<p>Introduce the lesson with a recital that links the letters of the alphabet.</p> <p>Have learners work in pairs, groups or individually to blend syllables to form meaningful words.</p> <p>Use word families as a guide to help build on the words.</p>	<p>Have learners to read and spell the key words on the board</p>
cake	rake	king				
Wednesday	<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><b>C. WRITING</b> (Penmanship)</p> <p>Demonstrate copying (sentences) on the board.</p> <p>Let learners practice writing legibly and correctly on the board or into their books.</p> <p>Have learners copy sentences from a book into their books.</p> <p>Draw attention to inter and intra word spacing and alignment of letters, as well as clarity or writing.</p>	<p>Ask learners to mention the names of their favorite characters in the story and why?</p> <p>Have learners to read and spell the key words on the board</p>			
Thursday	<p>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.</p>	<p><b>D. WRITING</b> <b>CONVENTIONS &amp; GRAMMAR USAGE</b> (Using Capitalization Pg.64)</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.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>			



		Let learners rewrite the text, beginning the names of particular places and days of the week, with capital letters.	
Friday	<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><b>C. <u>EXTENSIVE READING</u></b></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 2

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b>		<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration	
<b>Class:</b> B2	<b>Class Size:</b>		
<b>Content Standard:</b> B2.1.2.1 B2.2.2.1 B2.4.3.1 B2.5.1.1 B2.6.1.1		<b>Indicator:</b> B2.1.2.1.1 B2.2.2.1.1 B2.4.3.1.1. B2.5.1.1.2. B2.6.1.1.1	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b>			
<p>A. Learners can interpret rhymes and tongue-twisters in own words</p> <p>B. Learners can blend syllables to produce words.</p> <p>C. Learners can copy words in lower and upper case using correct spacing.</p> <p>D. Learners can use capital letters to begin the first words of sentences.</p> <p>E. Learners can read a variety of age and level-appropriate books and texts from print and non-print.</p>			
<b>References:</b> English Language Curriculum Pg.			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
Monday	<p>Have learners recite familiar rhymes.</p> <p><u>ONCE I CAUGHT A FISH ALIVE</u></p> <p>One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right</p>	<p><b>A. ORAL LANGUAGE</b> (Rhymes Pg.39)</p> <p>Revise some familiar rhymes and tongue-twisters learnt.</p> <p>Select a rhyme from learners.</p> <p>As learners listen and observe, perform the rhyme</p> <p>Recite lines of the rhyme as learners join in and repeat lines after you.</p> <p>Teach the accompanying actions through demonstration.</p> <p>Through questions, have learners interpret the rhymes in their own words.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Write a simple word vertically on the board .</p> <p>E.g. P</p> <p style="text-align: right;">E N</p>	<p><b>B. READING</b> (Phonics)</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>



	<p>Invite learners to come up with a word starting with each letter of the vertical word.</p>	<p>Introduce the lesson with a recital that links the letters of the alphabet.</p> <p>Have learners work in pairs, groups or individually to blend syllables to form meaningful words.</p> <p>Use word families as a guide to help build on the words.</p>	<p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Engage learners to play “Back to the Board” game. Display word cards on the teachers table in front of the class.</p> <p>Group class into three or four. Invite each leader from the group in turns to face the class with his/her back to the board. Write a letter on the board for the others to make its sound. The leader then search through the word cards to identify the letter.</p>	<p><b>C. WRITING</b> (Writing Letters Pg.56)</p> <p>Let learners write letters, both in upper and lower cases.</p> <p>Copy words from learners’ reading book on the board as learners observe.</p> <p>Let learners take turns to read out words from the list.</p> <p>Draw attention to appropriate spelling and alignment of letters.</p> <p>Let learners copy the words. Let them check correct spelling, formation of letters and spacing.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Have learners sing songs and recite familiar rhymes</p> <p><b>MINGLE MINGLE</b></p> <p>•Mingle, mingle – mingle 2x Two mingle (2 come together)</p> <p>•Mingle, mingle – mingle 2x Three mingle (3 come together)</p> <p>•Mingle, mingle – mingle 2x four mingle (4 come together)</p>	<p><b>D. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (Using Capitalization Pg.64)</p> <p>Assist learners to begin sentences with capital letters.</p> <p>For example: i. Kofi is a good boy. ii. The house is beautiful.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>



Friday	<p>Engage learners to recite a few rhymes with actions</p> <p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p><b><u>C.EXTENSIVE READING</u></b></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>
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## WEEK 3

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b>		<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration	
<b>Class:</b> B2	<b>Class Size:</b>		
<b>Content Standard:</b> B2.1.4.1 B2.2.3.1 B2.4.3.1 B2.5.2.1 B2.6.1.1		<b>Indicator:</b> B2.1.4.1.1. B2.2.3.1.1. B2.4.3.1.1. B2.5.2.1.1. B2.6.1.1.1	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b>			
<p>A. Learners can identify characters in a story and relate them to real life situations</p> <p>B. Learners can use common rhyming/endings to decode simple words</p> <p>C. Learners can copy words in lower and upper case using correct spacing</p> <p>D. Learners can use full stops at the end of sentences</p> <p>E. Learners can read a variety of age and level-appropriate books and texts from print and non-print.</p>			
<b>References:</b> English Language Curriculum Pg.			
<b>DAYS</b>			
	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
Monday	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>ONE POTATO, TWO POTATOES</u></p> <p>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p> <p>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more</p>	<p><b>A. <u>ORAL LANGUAGE</u></b> (story telling)</p> <p>Choose a story from learners' background.</p> <p>Tell the story with appropriate actions, gestures, facial expressions, etc.</p> <p>Have learners retell the story and answer questions on it.</p> <p>Let learners say whether or not they have enjoyed the story and why.</p> <p>Put learners into groups to identify the characters and their actions and relate them to real life situations.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to play "Read- Cover- Write" game.</p> <p>Put word cards on the table, floor or a bowl.</p>	<p><b>B. <u>READING</u></b> (Word families)</p> <p>Introduce learners to simple word formation by changing</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>



	<p>A pupil picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book.</p> <p>He then picks the card again and show it to the class. The class checks to see if the word is correct.</p> <p>The student with the correct number of words wins the game.</p>	<p>the beginning letter of words. e.g. pan, man, fan.</p> <p>Have learners build on these rhyming endings. In groups, let learners read out their words.</p> <p>Have learners form sentences with these rhyming words.</p>	<p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Ask children to choose any 4 letters and write them in their books/on the floor.</p> <p>The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.</p> <p>The first child to cross out all 4 of their letters shouts BINGO!! and is the winner. This can also be played with high frequency words that the children know.</p>	<p><b>C. WRITING</b> (writing letters)</p> <p>Let learners write letters, both in upper and lower cases.</p> <p>Copy words from learners' reading book on the board as learners observe.</p> <p>Let learners take turns to read out words from the list.</p> <p>Draw attention to appropriate spelling and alignment of letters.</p> <p>Let learners copy the words.</p> <p>Let them check correct spelling, formation of letters and spacing.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Engage learners to play the classroom ghost game. Teacher scatters objects in the classroom assuming it's a ghost.</p> <p>Example you could place some textbooks on the floor, put a pen on the window sill, etc.</p>	<p><b>D. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (Using Punctuation)</p> <p>Have learners look at sentences in their class readers to observe how they begin and end.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>



	<p>Put learners into pairs to make a note of what the ghost has moved around</p> <p>Example the books are the floor but they should be in the cupboard.</p>	<p>Demonstrate placing a full stop (.) at the end of a sentence.</p> <p>Let learners copy and punctuate sentences with full stop.</p> <p>Present the question mark similarly.</p>	
Friday	<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><b><u>C.EXTENSIVE READING</u></b></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 4

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> English Language				
<b>Duration:</b>		<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration				
<b>Class:</b> B2	<b>Class Size:</b>					
<b>Content Standard:</b> B2.1.5.1 B2.2.3.1 B2.4.4.1 B2.5.4.1 B2.6.1.1		<b>Indicator:</b> B2.1.5.1.1. B2.2.3.1.2. B2.4.4.1.1. B2.5.4.1.1 B2.6.1.1.1	<b>Lesson:</b> 1 OF 1			
<b>Performance Indicator:</b> A. Learners can dramatize stories heard or read B. Learners can use words containing digraphs to make meaningful sentences. C. Learners can draw and label objects found in their environment D. Learners can use the simple present tense to express habitual actions E. Learners can read a variety of age and level-appropriate books and texts from print and non-print						
<b>References:</b> English Language Curriculum Pg.						
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>			
Monday	Led learners to recite a few rhymes  <b><u>Jack and Jill</u></b> Jack and Jill went up the hill To fetch a pail of water Jack fell down and broke his crown And Jill came tumbling after	<b><u>A. ORAL LANGUAGE</u></b> (Dramatization and Role-Play Pg.41)  Have learners select an interesting story heard or read in class.  Discuss the story and have learners recall main events and characters.  Select characters and assign them roles to play. Let learners role-play the story. Discuss moral values from the story.  Have learners say whether or not they have enjoyed the drama and why	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.  Have learners to read and spell the key words on the board.			
Tuesday	Engage learners to play “Get Out Of The Wagon” game.  Three words are placed in a wagon/table. Example: <table style="display: inline-table; border: none; margin-left: 20px;"> <tr> <td style="border: 1px solid black; padding: 2px 10px;">cake</td> <td style="border: 1px solid black; padding: 2px 10px;">rake</td> <td style="border: 1px solid black; padding: 2px 10px;">king</td> </tr> </table>	cake	rake	king	<b><u>B. READING</u></b> (Word Families Pg.51)  Introduce learners to simple digraphs as in; ch- church ph- photo sh - shirt	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.  Have learners to read and spell the key words on the board.
cake	rake	king				



	The child determines which word doesn't rhyme and tells it to 'get out of the wagon'	Have learners build as many words as possible from digraphs.  Have learners form meaningful sentences with the words	
Wednesday	Take learners through the creeping activities for them to exercise their wrists  Learners to crawl under chairs, through a tunnel or on the field  NB: crawling should be done in a clean environment	<b>C.WRITING</b> (Labelling items Pg.58)  Take learners round to look at charts showing labelled objects.  Put learners into groups and ask them to choose an area in the environment where they will want to make a list of objects found there (e.g. home, market, shops etc.).  Let learners draw and label objects from the area studied by their group.  Help them to edit their work particularly spelling and spacing. Let learners write their names under their work and post their charts on the walls of the classroom for peer review	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.  Have learners to read and spell the key words on the board.
Thursday	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.	<b>D.WRITING</b> <b>CONVENTIONS &amp; GRAMMAR USAGE</b> (Using Action Words Pg.65)  Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories every day.  Create situations for learners to use the structure. e.g. <i>i. simple truths – Lemons are sour.</i> <i>ii. interest – I like playing football.</i> <i>iii. feelings – I am happy.</i>	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.  Have learners to read and spell the key words on the board.



		<p><i>iv. opinions – He is a good teacher.</i></p> <p>Introduce drills for learners to have practice.</p> <p>Put learners into small groups to discuss given topics, using the structures</p>	
Friday	<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><b>C.EXTENSIVE READING</b></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 5

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Reading	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Phonics	
<b>Content Standard:</b> B2.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write		<b>Indicator:</b> B2.2.2.1.1 Use the alphabetic knowledge to decode unknown words	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use the alphabetic knowledge to decode unknown words		<b>Core Competencies:</b> Communication and Collaboration, and Personal	
<b>References:</b> English Language Curriculum For Primary Schools Pg. 49			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Engage learners to sing familiar rhymes.</p> <p>Ask learners;</p> <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the songs?</li> <li>• What words did you hear in the songs?</li> <li>• Are these words food, animals, objects?</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p>	flashcards	
<b>PHASE 2: NEW LEARNING</b>	<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 letters from beginning to middle and to ending.</p> <p>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>	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Next lesson: use common rhyming/endings to decode simple words</p>		



## WEEK 6

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Reading	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Word families	
<b>Content Standard:</b> B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension		<b>Indicator:</b> B2.2.3.1.2 use words containing digraphs to make meaningful sentences	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can words containing digraphs to make meaningful sentences		<b>Core Competencies:</b> Communication and Collaboration, and Personal	
<b>References:</b> English Language Curriculum For Primary Schools Pg. 51			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Engage learners to sing familiar rhymes. Ask learners; <ul style="list-style-type: none"> <li>Whether they enjoyed singing the songs?</li> <li>What words did you hear in the songs?</li> <li>Are these words food, animals, objects?</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p>	flashcards	
<b>PHASE 2: NEW LEARNING</b>	Introduce learners to simple digraphs as in; ch- church ph- photo sh - shirt  Have learners build as many words as possible from digraphs.  Have learners form meaningful sentences with the words	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.  Next lesson: read level-appropriate sight words and use many of them in meaningful sentences		



## WEEK 7

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Writing	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Penmanship	
<b>Content Standard:</b> B2.4.2.1: Copy and rewrite sentences correctly		<b>Indicator:</b> B2.4.2.1.1. Copy sentences clearly	<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can copy sentences clearly		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>References:</b> English Language Curriculum Pg. 56			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Flash letter cards to learners for them to make its sounds.</p> <p>Ask pupils to write some letters in the air as you mention them.</p> <ul style="list-style-type: none"> <li>• What letters have been able to write today?</li> <li>• What other letters can you write?</li> <li>• Write the first letter of your name on the floor.</li> </ul> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Demonstrate copying (sentences) on the board.</p> <p>Let learners practice writing legibly and correctly on the board or into their books.</p> <p>Have learners copy sentences from a book into their books.</p> <ul style="list-style-type: none"> <li>• Were the words familiar?</li> <li>• Which word did you find difficult pronouncing?</li> <li>• What will you do help you pronounce difficult words?</li> <li>• Do you agree to the fact one write faster when he/she is familiar with the words?</li> </ul> <p>Draw attention to inter and intra word spacing and alignment of letters, as well as clarity or writing.</p> <p><u>Assessment</u> Have learners write more sentences in their workbooks</p>	Word cards, paper, letter cards,	
<b>PHASE 3: REFLECTION</b>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson.</p>		



## WEEK 8

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Writing	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Writing Letters	
<b>Content Standard:</b> B2.4.3.1: Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly		<b>Indicator:</b> B2.4.3.1.2 Use lower and upper case letters appropriately in words and simple sentences	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can Use lower and upper case letters appropriately in words and simple sentences		<b>Core Competencies:</b> Communication and Collaboration, and Personal Development	
<b>References:</b> English Language Curriculum Pg.56			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Flash letter cards to learners for them to make its sounds.</p> <p>Ask pupils to write some letters in the air as you mention them.</p> <ul style="list-style-type: none"> <li>• What letters have been able to write today?</li> <li>• What other letters can you write?</li> <li>• Write the first letter of your name on the floor.</li> </ul> <p>Share performance indicators and introduce the lesson.</p>	<p>Word cards, paper, letter cards,</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to choose level-appropriate topics. e. g. My Family, My Pet, My Friend, etc.</p> <p>Let learners talk about the topic.</p> <p>Write what learners say about the topic on the board. e. g. My family There are six people in my family. My father is a teacher. My mother is a nurse, etc.</p> <p>Have learners read the sentences.</p> <p>Re-write the sentences with wrong capitalization and ask learners re-write them appropriately. e. g. my Father is a teacher</p>		
<b>PHASE 3: REFLECTION</b>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Next lesson: copy words in lower and upper case using correct spacing</p>		



## WEEK 9

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Writing	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Labelling items	
<b>Content Standard:</b> B2.4.4.1: Draw and label simple pictures		<b>Indicator:</b> B2.4.4.1.1 draw and label objects found in their environment	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can draw and label objects found in their environment		<b>Core Competencies:</b> Communication and Collaboration, and Personal Development	
<b>References:</b> English Language Curriculum Pg.58			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Engage learners to mention some items in outside the classroom. Learners can spell as they mention the items.  Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Take learners round to look at charts showing labelled objects.  Put learners into groups and ask them to choose an area in the environment where they will want to make a list of objects found there (e.g. home, market, shops etc.).  Let learners draw and label objects from the area studied by their group.  Help them to edit their work particularly spelling and spacing. Let learners write their names under their work and post their charts on the walls of the classroom for peer review	Word cards, paper, letter cards,	
<b>PHASE 3: REFLECTION</b>	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.  Next lesson: make a list of objects in the school		



## WEEK 10

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar usage
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Using Capitalization
<b>Content Standard:</b> B2.5.1.1: Apply knowledge of capitalization in writing	<b>Indicator:</b> B2.5.1.1.2 use capital letters to begin the first words of sentences	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can use capital letters to begin the first words of sentences		<b>Core Competencies:</b> Communication and Collaboration, and Personal Development
<b>References:</b> English Language Curriculum Pg. 64		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Engage learners to sing familiar rhymes. Ask learners;</p> <ul style="list-style-type: none"> <li>Whether they enjoyed singing the songs?</li> <li>What words did you hear in the songs?</li> <li>Are these words food, animals, objects?</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<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.</p> <p>Let learners rewrite the text, beginning the names of particular places and days of the week, with capital letters</p> <p><u>Assessment</u> Assist learners to begin sentences with capital letters. For example: i. Kofi is a good boy. ii. The house is beautiful.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Next lesson: use full stops at the end of sentences</p>	



## WEEK 11

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar usage	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Punctuation	
<b>Content Standard:</b> B2.5.2.1: Apply knowledge of punctuation in written communication		<b>Indicator:</b> B2.5.2.1.1 use full stops at the end of sentences and question marks at the end of questions	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can use full stops at the end of sentences and question marks at the end of questions		<b>Core Competencies:</b> Communication and Collaboration, and Personal Development	
<b>References:</b> English Language Curriculum Pg. 64			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Engage learners to sing familiar rhymes. Ask learners; <ul style="list-style-type: none"> <li>Whether they enjoyed singing the songs?</li> <li>What words did you hear in the songs?</li> <li>Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Have learners look at sentences in their class readers to observe how they begin and end.  Demonstrate placing a full stop (.) at the end of a sentence.  Let learners copy and punctuate sentences with full stop.  Present the question mark similarly.	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Next lesson: use full stops at the end of sentences		



<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar usage
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Using Action Words
<b>Content Standard:</b> B2.5.4.1: Apply knowledge of action words in communication	<b>Indicator:</b> B2.5.4.1.1 use the simple present tense to express habitual actions	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can use the simple present tense to express habitual actions		<b>Core Competencies:</b> Communication and Collaboration, and Personal Development
<b>References:</b> English Language Curriculum Pg. 65		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Engage learners to sing familiar rhymes. Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the songs?</li> <li>• What words did you hear in the songs?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories every day.  Create situations for learners to use the structure. e.g. <i>i. simple truths – Lemons are sour.</i> <i>ii. interest – I like playing football.</i> <i>iii. feelings – I am happy.</i> <i>iv. opinions – He is a good teacher.</i>  Introduce drills for learners to have practice.  Put learners into small groups to discuss given topics, using the structures	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Next lesson: identify adjectives and use them to describe self and other people	



## WEEK 12

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Extensive Reading	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Reading	
<b>Content Standard:</b> B2.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area		<b>Indicator:</b> B2.6.1.1.1. Read a variety of age – appropriate books and texts from print	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read a variety of age – appropriate books and texts from print.		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum For Primary Schools Pg. 74			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Engage learners to sing familiar songs. E.g. Five little ducks</p> <p>Ask learners;</p> <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p>	<p>Word cards, sentence cards, letter cards.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Have a variety of age appropriate books for learners to make a choice from.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p> <p><u>Assessment</u> Using think-pair-share, learners retell their story books to their partners. Have learners draw parts of the story they read.</p>		
<b>PHASE 3: REFLECTION</b>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		



**FIRST TERM LESSON PLAN**  
**BASIC TWO (MATHEMATICS)**  
**WEEK I**

Name of School: .....

Name of Teacher: .....

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Number	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Counting, Representation & Cardinality	
<b>Content Standard:</b> B2.1.1.1 Count and estimate quantities from 0 to 1000		<b>Indicator:</b> B2.1.1.1.1 use number names, counting sequences and how to count to find out how many	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can use number names, counting sequences and how to count to find out how many		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	Counters patterns made from manila cards		
<b>New words</b>			
<b>References:</b> Mathematics Curriculum Pg. 20			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
Monday	Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.	Have learners to Skip count forwards and backwards to and from 1000 respectively by 2s, 5s and 10s, starting at 0 or at multiples of 2, 5, 10, 50 and 100  Have learners to play the odd one out game.  Display number cards on the teachers table in front of the class. Arrange and mix up number cards. Call out learners to pick numbers which are odd.  Play game in groups to create competition	What have we learnt today?  Counting sequence  Give learners task to count numbers in sequence that is by 1s and 2s
Tuesday	Have learners to write number patterns in the air.	Have learners to Count to answer “how many?” questions about as many as 100 objects	Have learners to count how many books , desks, tables ,pencils, crayons,



	<p>Bring handy objects to class, call learners to count them. Now use the “how many” to ask pupils about what they counted</p> <p>Sing songs like: We class one We can count etc.</p>	<p>arranged in a line, a grid or a circle;</p> <p>Show that the count of a group of up to 100 objects does not change regardless of the order in which the objects are counted or the arrangement of the objects</p>	<p>blackboard, rulers, sharpeners, erasers etc. in the classroom</p>									
Wednesday	<p>Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.</p> <p>Show learners a chalk box full of chalks. Ask learners to guess the number of chalks and hence introduce the lesson</p>	<p>Have learners to Estimate the number of objects in a small group (up to 100) and describe the estimation strategy used;</p> <p>Select an appropriate estimate among all those given for a group of up to 100 objects and justify the choice</p> <p>Represent the number of objects in a group with a written numeral 0 to 100. Use ordinal numbers to describe the position of objects up to 10th place</p>	<p>What have we learnt today?</p> <p>Estimation</p> <p>Have learners to estimate the number of objects in a small group</p>									
Thursday	<p>Engage learners in the game.</p> <p>Clap that number (up to 10).</p> <p>Have learners count in unison as they clap the number.</p>	<p>Display a number chart with numbers multiples of say 4 between 0 and 100 and have learners identify numbers in different positions around a given number.</p> <p>Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table border="1" data-bbox="678 1522 1031 1638"> <tr> <td>4</td> <td>8</td> <td>7</td> </tr> <tr> <td>16</td> <td>18</td> <td>11</td> </tr> <tr> <td>28</td> <td>44</td> <td>69</td> </tr> </table>	4	8	7	16	18	11	28	44	69	<p>Give learners task to identify numbers in different positions around a chosen number using number grid</p>
4	8	7										
16	18	11										
28	44	69										



## WEEK 2

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Number	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Counting, Representation & Cardinality	
<b>Content Standard:</b> B2.1.1.1 Count and estimate quantities from 0 to 1000		<b>Indicator:</b> B2.1.1.1.1 use number names, counting sequences and how to count to find out how many	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can use number names, counting sequences and how to count to find out how many		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	Counters patterns made from manila cards		
<b>New words</b>			
<b>References:</b> Mathematics Curriculum Pg. 20			


DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.</p>	<p>Have learners to Skip count forwards and backwards to and from 1000 respectively by 2s, 5s and 10s, starting at 0 or at multiples of 2, 5, 10, 50 and 100</p> <p>Have learners to play the odd one out game.</p> <p>Display number cards on the teachers table in front of the class. Arrange and mix up number cards. Call out learners to pick numbers which are odd.</p> <p>Play game in groups to create competition</p>	<p>What have we learnt today?</p> <p>Counting sequence</p> <p>Give learners task to count numbers in sequence that is by 1s and 2s</p>
Tuesday	<p>Have learners to write number patterns in the air.</p> <p>Bring handy objects to class, call learners to count them. Now use the “how many” to ask pupils about what they counted</p>	<p>Have learners to Count to answer “how many?” questions about as many as 100 objects arranged in a line, a grid or a circle;</p> <p>Show that the count of a group of up to 100 objects does not change regardless of the order in which the objects are counted</p>	<p>Have learners to count how many books , desks, tables ,pencils, crayons, blackboard, rulers, sharpeners, erasers etc. in the classroom</p>






	Sing songs like: We class one We can count etc.	or the arrangement of the objects										
Wednesday	<p>Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.</p> <p>Show learners a chalk box full of chalks. Ask learners to guess the number of chalks and hence introduce the lesson</p>	<p>Have learners to Estimate the number of objects in a small group (up to 100) and describe the estimation strategy used;</p> <p>Select an appropriate estimate among all those given for a group of up to 100 objects and justify the choice</p> <p>Represent the number of objects in a group with a written numeral 0 to 100. Use ordinal numbers to describe the position of objects up to 10th place</p>	<p>What have we learnt today?</p> <p>Estimation</p> <p>Have learners to estimate the number of objects in a small group</p>									
Thursday	<p>Engage learners in the game.</p> <p>Clap that number (up to 10).</p> <p>Have learners count in unison as they clap the number.</p>	<p>Display a number chart with numbers multiples of say 4 between 0 and 100 and have learners identify numbers in different positions around a given number.</p> <p>Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table border="1" data-bbox="678 1266 1031 1379"> <tr> <td>4</td> <td>8</td> <td>7</td> </tr> <tr> <td>16</td> <td>18</td> <td>11</td> </tr> <tr> <td>28</td> <td>44</td> <td>69</td> </tr> </table>	4	8	7	16	18	11	28	44	69	<p>Give learners task to identify numbers in different positions around a chosen number using number grid</p>
4	8	7										
16	18	11										
28	44	69										



## WEEK 3

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Number	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Counting, Representation & Cardinality	
<b>Content Standard:</b> B2.1.1.1 Count and estimate quantities from 0 to 1000	<b>Indicator:</b> B2.1.1.1.3 use number names and non-standard units (marked 10s and 1s) for measuring (lengths and volumes) to count to find out how long or how much up to 999		<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can use number names and non-standard units (marked 10s and 1s) for measuring (lengths and volumes) to count to find out how long or how much up to 999		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	Bottle caps, straws		
<b>New words</b>			
<b>References:</b> Mathematics Curriculum Pg.5			
<b>DAY</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: PLENARY</b>
	<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>Introduce the lesson on the field by alerting learners how the poles were measured.</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> <div style="text-align: center;">  </div> <p><b>Assessment:</b> Let learners’ measure objects in the class by using their hand, feet span and other referent materials</p>	<p>What have we learnt today?</p> <p>Using hand, feet span and other referent materials in measuring.</p>
	<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>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>What have we learnt today?</p> <p>Using hand, feet span and other referent materials in measuring.</p>



	<p>Ask learners to count each pole with their feet span four times.</p> <p>Introduce the lesson on the field by alerting learners how the poles were measured.</p>	 <p>Assessment: Let learners' measure objects in the class by using their hand, feet span and other referent materials</p>	
	<p>Show number cards to learners for them to mention their number names</p> <p>e.g.</p> <div style="border: 1px solid black; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin: 10px auto;"> <span style="font-size: 24px; font-weight: bold;">650</span> </div> <p>Six hundred and fifty</p>	<p>Have learners use empty container such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much (the number of times) the bottles, cups etc. is able to do this.</p>  <p>Assessment: Let learners' measure the capacity of liquids using empty containers such as bottles and cups.</p>	<p>What have we learnt today?</p> <p>Using empty container such as bottles, cups in measuring.</p>
	<p>Show number cards to learners for them to mention their number names</p> <p>e.g.</p> <div style="border: 1px solid black; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin: 10px auto;"> <span style="font-size: 24px; font-weight: bold;">650</span> </div> <p>Six hundred and fifty</p>	<p>Have learners use empty container such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much (the number of times) the bottles, cups etc. is able to do this.</p>  <p>Assessment: Let learners' measure the capacity of liquids using empty containers such as bottles and cups.</p>	<p>What have we learnt today?</p> <p>Using empty container such as bottles, cups in measuring.</p>

## WEEK 4

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Number	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Counting, Representation & Cardinality	
<b>Content Standard:</b> B2.1.1.1 Count and estimate quantities from 0 to 1000		<b>Indicator:</b> B2.1.1.1.4 Demonstrate a conceptual understanding of place value of whole numbers between 0 and 100	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can demonstrate a conceptual understanding of place value of whole numbers between 0 and 1000		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	Bottle caps, straws		
<b>New words</b>			
<b>References:</b> Mathematics Curriculum Pg.5			

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY												
	Show number cards to learners for them to mention their number names e.g. <div style="border: 1px solid black; width: 100px; height: 80px; margin: 10px auto; display: flex; align-items: center; justify-content: center; font-size: 24px; font-weight: bold;">650</div> Six hundred and fifty	Develop a conceptual understanding of place value of whole numbers between 0 and 1000 by:  explaining and showing- with bundles of (10s and 1s) and a tens frame the meaning of each digit in a 2-digit number ( <i>when the two digits are different, as well as when the two digits are the same</i> ) and representing the number in a tens frame  <table border="1" style="margin: 10px auto; text-align: center; border-collapse: collapse;"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">thousand s</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">hundred s</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">tens</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">ones</td> </tr> <tr> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> </tr> <tr> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> </tr> </table>	thousand s	hundred s	tens	ones									Review the lesson by giving task to Learners to identify the place values of numbers.
thousand s	hundred s	tens	ones												
	Show number cards to learners for them to mention their number names e.g. <div style="border: 1px solid black; width: 100px; height: 80px; margin: 10px auto; display: flex; align-items: center; justify-content: center; font-size: 24px; font-weight: bold;">901</div>	Use other possible representations of place value which include manipulative such as threaded 100s, 10s, and loose bottle caps; and multi-base ten material (units, flats and squares) with numeral cards	Review the lesson by giving task to Learners to identify the place values of numbers.												

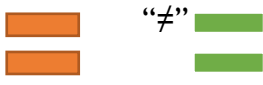


	<p>Nine hundred and one</p>	<table border="1"> <tr> <td>thousand ds</td> <td>hundred s</td> <td>tens</td> <td>ones</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	thousand ds	hundred s	tens	ones									
thousand ds	hundred s	tens	ones												
	<p>Show number cards to learners for them to mention their number names e.g.</p> <div style="border: 1px solid black; width: 100px; height: 60px; margin: 10px auto; display: flex; align-items: center; justify-content: center; font-size: 24px; font-weight: bold;">435</div> <p>four hundred and thirty-five</p>	<p>Decompose or partition numbers to 1000 into hundreds, tens and ones (e.g.: <math>153 = 100 + 50 + 3</math>, or <math>153 = 100 + 53</math>)</p> <table border="1"> <tr> <td>thousand ds</td> <td>hundred s</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> <p>explain why the value of a digit depends upon its placement within a numeral. - read a number by indicating the value of each digit (i.e., reading 43 as forty-three and not four three.</p>	thousand ds	hundred s	tens	ones									<p>Review the lesson by giving task to Learners to identify the place values of numbers.</p>
thousand ds	hundred s	tens	ones												
	<p>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 <math>25=10+10+5</math> or <math>25=20+5</math> and hence introduce the lesson</p>	<p>Partition or decompose numbers to 100 and 1000 into equivalent expressions (e.g.: <math>47 = 20 + 20 + 7</math>, or <math>30 + 10 + 7</math>, etc.)</p>	<p>Review the lesson by giving learners task to decompose numbers into equivalent expressions</p>												



## WEEK 5

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Number	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Number Operations	
<b>Content Standard:</b> B2.1.2.2 Demonstrate an understanding of the concept of “not equal to” to solve addition and subtraction problems with sums up to 100		<b>Indicator:</b> B2.1.2.2.1 use the concept of "equal to" and "not equal to" to solve addition and subtraction problems with sums up to 100.	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can use the concept of "equal to" and "not equal to" to solve addition and subtraction problems with sums up to 100.		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	Bottle caps, straws		
<b>New words</b>			
<b>References:</b> Mathematics Curriculum Pg.24			


DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY																
	Have learners to solve for the missing numbers in the empty cells <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr><td>+</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>1</td><td>2</td><td></td><td>4</td></tr> <tr><td>2</td><td></td><td>4</td><td></td></tr> <tr><td>3</td><td>4</td><td></td><td></td></tr> </table>	+	1	2	3	1	2		4	2		4		3	4			Explain to learners that '≠' means “not the same as” or “not equal to”  Use models to explain “not the same as” or “not equal to” using the symbol “≠”  Put two red blocks aside and four yellow blocks aside. Have learners to count each set and record it. Have learners to tell the difference by saying the yellow blocks is more than the red blocks by 2. Hence 5 red blocks “≠” seven yellow blocks  <div style="text-align: center;">  </div>	Give learners task to complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson
+	1	2	3																
1	2		4																
2		4																	
3	4																		
	Engage learners to Play show me a number game with learners (up to 10), with fingers.	Changing two g  ets, equal in size, to create sets that are not equal (e.g., change = to ≠), explain the changes made and why.	Give learners task to complete while you go round the class to support those who might need extra help.																





	<p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>	<p>Use models to demonstrate to learners how to make two given sets unequal. Show two sets of blocks to learners. Have learners to count each set and record.</p> <p>Take away a block from one set. Learners realize that the blocks are not equal again.</p>	<p>Have learners to read and spell some of the keywords in the lesson</p>
	<p>Engage learners to sing the song We class six We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class six can count very well.</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., <math>16 \neq 8 + 5</math>)</p> <p>Have learners to use a symbol (<math>\square</math>) to represent an unknown in addition/subtraction statements to 100.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
	<p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</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.</p> <p>For example: subtract <math>40 - 28</math> is the same as finding the number that must be added to 28 to make 40.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
	<p>Engage learners to sing I'm counting one, what is one</p> <ul style="list-style-type: none"> <li>• 1 - One is one alone, alone it shall be.</li> <li>• 2 - Two pair, two pair come pair let us pair</li> <li>• 3 - Turn around</li> <li>• 4 - Follow me</li> <li>• 5 - Fire</li> <li>• 6 - Sister</li> </ul>	<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.</p> <p>For example: subtract <math>40 - 28</math> is the same as finding the number that must be added to 28 to make 40.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>



## WEEK 6

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Number	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Money	
<b>Content Standard:</b> B2.1.4.1. Determine the value of coins and notes in order to solve monetary transactions		<b>Indicator:</b> B2.1.4.1.1. Recognize Ghanaian coins, and currency notes.	<b>Lesson</b> :  I OF I
<b>Performance Indicator:</b> Learners can recognize Ghanaian coins, and currency notes.		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	Ghana Cedi(notes & coins)		
<b>New words</b>			
<b>References:</b> Mathematics Curriculum Pg. 30			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
Monday	Engage learners to sing the songs and rhymes to begin the lesson	<p>Revise with learners on the names of Ghanaian currency (coins).</p> <p>Let learners mention the names of the various coins and its value. Example: <i>the one pesewa, five pesewas, ten pesewas, twenty pesewas and fifty pesewa</i></p>  <p>Setup a classroom shop for learners to practice buying and selling with the coins</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Tuesday	Engage learners to sing the songs and rhymes to begin the lesson	Display the Ghanaian cedi (notes) currently being used for transaction in Ghana and initiate discussion on the need for monetary transaction.	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>





		 <p>Learners touch, feel and say the features of each currency note.</p> <p>Setup a classroom shop for learners to practice buying and selling with the coins</p>	
Wednesday	Engage learners to sing the songs and rhymes to begin the lesson	<p>Introduce the currency notes i.e. 10 cedi, 20 cedi and 50 cedi in turns and have learners examine and talk about its features</p>  <p>Setup a classroom shop for learners to practice buying and selling with the coins.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Thursday	Engage learners to sing the songs and rhymes to begin the lesson	<p>Introduce the currency notes i.e. 100 cedi and 200 cedi in turns and have learners examine and talk about its features</p>  <p>Setup a classroom shop for learners to practice buying and selling with the coins.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Friday	Engage learners to sing the songs and rhymes to begin the lesson	<p>Guide learners to state the relationship between ¢2 and ¢10; ¢5 and ¢10; ¢2 and ¢20; ¢5 and ¢20, ¢10 and ¢50.</p> <p>Example: how many 2 cedis will make 10 cedi, etc.</p> <p>Setup a classroom shop for learners to practice buying and selling with the coins.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
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## WEEK 7


<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Algebra	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Patterns And Relationship	
<b>Content Standard:</b> B2.2.1.1 Recognize, create, extend, describe, and use patterns and rules to solve mathematical tasks		<b>Indicator:</b> B2.2.1.1.1 Identify, create and describe the rule for simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects.	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can identify, create and describe the rule for simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects.		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>		Counters, patterns made from manila cards	
<b>New words</b>			
<b>References:</b> Mathematics Curriculum Pg. 32			
<b>DAYS</b>			
	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
Monday	Engage learners to count the dots and write each number beside  _____  _____	Guide learners to find the missing terms in the following: 9, 1, 3, 5, 9, 1, 3, 5, ____ ; ____ 2, 4, 6, 8, 10, ____ ; ____, 5, 10, 15, 20____ , ____ ; or 54, 55, 56, 57, ____ , ____ .  Assessment: Let learners practice with several examples	Ask learners to tell you what they have learnt  Give learners individual or home task
Tuesday	Engage Learners to sing the song <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.	Guide learners to find the missing terms in the following: 9, 1, 3, 5, 9, 1, 3, 5, ____ ; ____ 2, 4, 6, 8, 10, ____ ; ____, 5, 10, 15, 20____ , ____ ; or 54, 55, 56, 57, ____ , ____ .  Assessment: Let learners practice with several examples	Ask learners to tell you what they have learnt  Give learners individual or home task
Wednesday	Engage learners to complete the pattern.	Guide learners to Identify and describe the rules for the following patterns	Ask learners to tell you what they have learnt




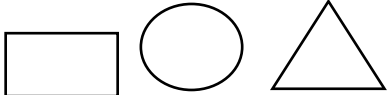
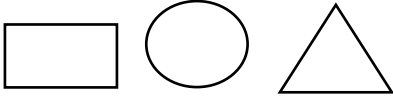
	<p>Which shape comes next? Draw it</p> <p>□ ○ □ ○ —</p>	<p>- 2, 4, 6, 8, 10, ... (the rule is "add two")</p> <p>Let learners find the rules for the following patterns.</p> <p>- 5, 10, 15, 20, ...</p> <p>- 20, 18, 16, 14, ...</p> <p>Assessment: Let learners practice with several examples</p>	<p>Give learners individual or home task</p>
Thursday	<p>○      △      have</p> <p>□      ○</p> <p>△      □</p> <p>learners to match the shapes.</p>	<p>Guide learners to Identify and describe the rules for the following patterns</p> <p>- 2, 4, 6, 8, 10, ... (the rule is "add two")</p> <p>Let learners find the rules for the following patterns.</p> <p>- 5, 10, 15, 20, ...</p> <p>- 20, 18, 16, 14, ...</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Friday	<p>Engage learners to draw the circles and shade any three.</p> <p>○ ○ ○ ○</p> <p>○ ○ ○</p>	<p>Guide learners to Identify and describe the rules for the following patterns</p> <p>- 2, 4, 6, 8, 10, ... (the rule is "add two")</p> <p>Let learners find the rules for the following patterns.</p> <p>- 5, 10, 15, 20, ...</p> <p>- 20, 18, 16, 14, ...</p> <p>Assessment: Let learners practice with several examples</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>



## WEEK 8

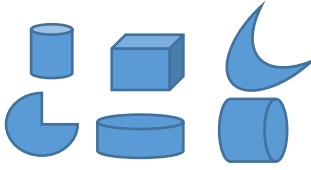

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Geometry And Measurement	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> 2d And 3d Shapes	
<b>Content Standard:</b> B2.3.1.1 Describe and analyze 2D shapes and 3D objects		<b>Indicator:</b> B2.3.1.1.1 Identify the common features or attributes of a collection of 2D shapes of different dimensions or orientations	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can Identify the common features or attributes of a collection of 2D shapes of different dimensions or orientations		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	2d And 3d Shapes and objects boldly drawn on manila cards		
<b>New words</b>			
<b>References:</b> Mathematics Curriculum Pg.33			
<b>DAY</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: PLENARY</b>
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Revise with learners to recognize and name 3D objects having specific features or attributes (number of equal faces, types of faces, number of corners, etc.)    Assessment: Have learners to recognize and name 3D objects having specific features or attributes	Ask learners to tell you what they have learnt  Give learners individual or home task
	Have learners recite familiar rhymes.  <u>SHAPES</u> I am a square, I am square You can see me everywhere I have 4 sides,	Revise with learners to use paper nets to create different 3D objects  Have learners to sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use	Ask learners to tell you what they have learnt  Give learners individual or home task



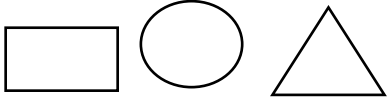
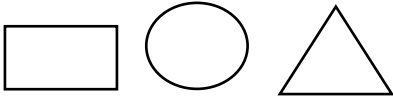
<p>I am a square, I am square  I am circle, I am circle  I go round and round and round  I have only one side  I am a circle round and round  I am a triangle, triangle  Am a pointing little shape  I have 3 sides  I am a triangle, triangle.</p>	 <p>Assessment: Have learners to recognize and name 3D objects having specific features or attributes</p>		
<p>Engage learners to play games and sing familiar rhymes to begin the lesson.</p>	<p>Recognize, draw and name 2D shapes having specific features or attributes (for example a given number of angles or edges/sides.</p> 		<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
<p>Engage learners to play games and sing familiar rhymes to begin the lesson.</p>	<p>Sort a collection of 2D shapes by 1 or 2 features or attributes and explain the sorting rule used.  Example: <i>pick out all shapes that has more than 3 sides, etc.</i></p> 		<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

## WEEK 9

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Geometry And Measurement	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> 2d And 3d Shapes	
<b>Content Standard:</b> B2.3.1.1 Describe and analyze 2D shapes and 3D objects		<b>Indicator:</b> B2.3.1.1.1 Identify the common features or attributes of a collection of 2D shapes of different dimensions or orientations	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can Identify the common features or attributes of a collection of 2D shapes of different dimensions or orientations		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	2d And 3d Shapes and objects boldly drawn on manila cards		
<b>New words</b>			
<b>References:</b> Mathematics Curriculum Pg.33			

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Revise with learners to recognize and name 3D objects having specific features or attributes (number of equal faces, types of faces, number of corners, etc.)    Assessment: Have learners to recognize and name 3D objects having specific features or attributes	Ask learners to tell you what they have learnt  Give learners individual or home task
	Have learners recite familiar rhymes.  <u>SHAPES</u> I am a square, I am square You can see me everywhere I have 4 sides, I am a square, I am square I am circle, I am circle	Revise with learners to use paper nets to create different 3D objects  Have learners to sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use  	Ask learners to tell you what they have learnt  Give learners individual or home task

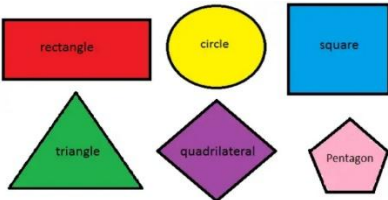
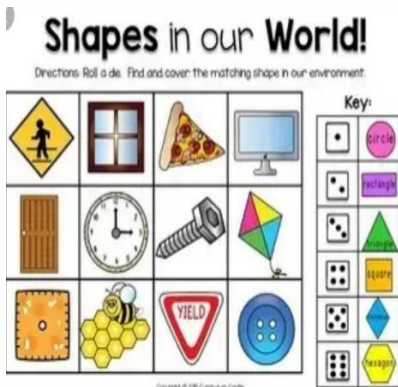


	<p>I go round and round and round  I have only one side  I am a circle round and round  I am a triangle, triangle  Am a pointing little shape  I have 3 sides  I am a triangle, triangle.</p>	<p>Assessment: Have learners to recognize and name 3D objects having specific features or attributes</p>	
	<p>Engage learners to play games and sing familiar rhymes to begin the lesson.</p>	<p>Recognize, draw and name 2D shapes having specific features or attributes (for example a given number of angles or edges/sides.</p> 	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Engage learners to play games and sing familiar rhymes to begin the lesson.</p>	<p>Sort a collection of 2D shapes by 1 or 2 features or attributes and explain the sorting rule used.</p> <p>Example: <i>pick out all shapes that has more than 3 sides, etc.</i></p> 	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

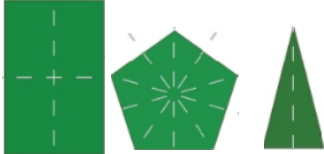





## WEEK 10

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Geometry And Measurement	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> 2d And 3d Shapes	
<b>Content Standard:</b> B2.3.1.1 Describe and analyze 2D shapes and 3D objects		<b>Indicator:</b> B2.3.1.1.3 create two-dimensional shapes based on given attributes, including number of sides and vertices.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can create two-dimensional shapes based on given attributes, including number of sides and vertices.		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	2d And 3d Shapes and objects boldly drawn on manila cards		
<b>New words</b>			
<b>References:</b> Mathematics Curriculum Pg.34			

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u>                      We class one                      We can count                      We count 1,2,3,4,5                      We count 6,7,8,9,10                      We class one can count very well.</p>	<p>Identify the 2D faces of a given 3D object.</p> <div style="text-align: center;">  </div> <p>Have learners mention the names of the objects identified in turns.</p> <p>Learners draw the shapes in their books.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
	<p>Engage learners to complete the pattern. Which shape comes next? Draw it</p> <p style="text-align: center;">□ ○ □ ○ —</p>	<p>Identify 3D objects in the environment that have parts similar to a given 2D shape.</p> <div style="text-align: center;">  </div>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>



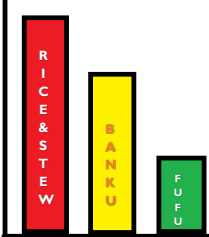
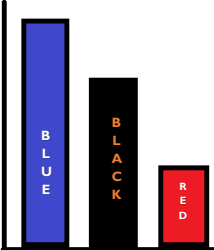
		<p>Have learners identify and draw other objects in the environment that have parts similar to a given 2D shape.</p>																																																				
<p>have learners to match the shapes.</p> <p>○      △  □      ○  △      □</p>	<p>Display cut out 2D shapes on the teachers table or floor.</p> <p>Have learners to identify the number of sides, faces and</p> <table border="1"> <thead> <tr> <th colspan="4">2D SHAPE <i>properties</i></th> </tr> <tr> <th></th> <th>FACES</th> <th>SIDES</th> <th>VERTICES</th> </tr> </thead> <tbody> <tr> <td>circle</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>triangle</td> <td>1</td> <td>3</td> <td>3</td> </tr> <tr> <td>rectangle</td> <td>1</td> <td>4</td> <td>4</td> </tr> <tr> <td>oval</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>rhombus</td> <td>1</td> <td>4</td> <td>4</td> </tr> <tr> <td>square</td> <td>1</td> <td>4</td> <td>4</td> </tr> <tr> <td>pentagon</td> <td>1</td> <td>5</td> <td>5</td> </tr> <tr> <td>hexagon</td> <td>1</td> <td>6</td> <td>6</td> </tr> <tr> <td>heptagon</td> <td>1</td> <td>7</td> <td>7</td> </tr> <tr> <td>octagon</td> <td>1</td> <td>8</td> <td>8</td> </tr> <tr> <td>trapezoid</td> <td>1</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>vertices of 2D plane figures.</p>	2D SHAPE <i>properties</i>					FACES	SIDES	VERTICES	circle	1	1	0	triangle	1	3	3	rectangle	1	4	4	oval	1	1	0	rhombus	1	4	4	square	1	4	4	pentagon	1	5	5	hexagon	1	6	6	heptagon	1	7	7	octagon	1	8	8	trapezoid	1	4	4	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
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<p>Engage learners to draw the circles and shade any three.</p> <p>○ ○ ○ ○  ○ ○ ○</p>	<p>Let learners explore with more of 2D shapes learnt.</p> <p>Learners draw 2D shapes with given sides or vertices in their workbooks.</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>																																																				
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## WEEK 11

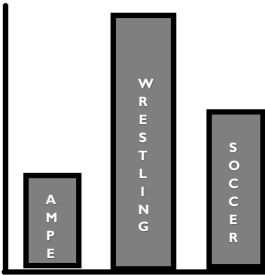
<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Data	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Data Collection And Organization	
<b>Content Standard:</b> B2.4.1.1 Collect and record data about self and others and use it to answer and pose questions		<b>Indicator:</b> B2.4.1.1.1 use tallies checkmark, charts lists or objects to collect and organize data	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can use tallies checkmark, charts lists or objects to collect and organize data		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	Bottle caps of different colors, empty water bottles, containers., four 2D shapes		
<b>New words</b>	Data, collect, tally		
<b>References:</b> Mathematics Curriculum Pg. 40			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	<p>Ask learners questions to review their understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p style="text-align: center;"><u>Collecting data (objects)</u></p> <p>Write the following subjects on the board and let learners show by hand which subject they like best, and state why.</p> <p>A learner reads and writes the subject on the board</p> <ul style="list-style-type: none"> <li>• Maths</li> <li>• English</li> <li>• French</li> </ul> <p>Show learners a picture of different soft drinks and have them to count the different drinks and write the total number for each brand</p> <p>Write these games on the board. Have learners determine the game they like best and make a stroke against it. Football, Ampe, Netball, and Ludo</p>	<p><u>Homework</u></p> <p>Count the number of the following items in your house. Write down the numbers for discussion the next day in class. (spoons, bowls, cups, knives)</p>
Tues	<p>Ask learners questions to review their understanding in the previous lesson</p>	<p style="text-align: center;"><u>Collecting data (tally)</u></p> <p>Write the following colors on the board. Have learners select the color they like best and tally it.</p>	<p>Put a tally against the types of people in your house. Filling the total number.</p>



	<p>Engage learners to play games and sing songs to begin the lesson.</p>	<table border="1" data-bbox="675 121 1027 312"> <thead> <tr> <th>Color</th> <th>Tally</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>Red</td> <td></td> <td></td> </tr> <tr> <td>Blue</td> <td></td> <td></td> </tr> <tr> <td>Green</td> <td></td> <td></td> </tr> <tr> <td>Yellow</td> <td></td> <td></td> </tr> </tbody> </table> <p>Ask learner's to indicate the drinks they like best. Guide them to put a tally in the columns as they answer the questions.</p> <p>Learners in groups of five tell the fruit they like best and record it on the tally sheet.</p>	Color	Tally	Number	Red			Blue			Green			Yellow			<table border="1" data-bbox="1105 86 1479 275"> <thead> <tr> <th>Type of people</th> <th>Tally</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td></td> <td></td> </tr> <tr> <td>Female</td> <td></td> <td></td> </tr> <tr> <td>Children</td> <td></td> <td></td> </tr> </tbody> </table>	Type of people	Tally	Number	Male			Female			Children		
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<p>Wed</p>	<p>Ask learners questions to review their understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Revise with learners on some of the key words used. e.g. data, the number collected for the analysis, bar graph, etc.</p> <p>Draw a bar graph on the board depicting the food learners like best</p>  <p>Learners to use the graph to answer and/or pose questions, and justify the answers, based on the organized data e.g. "What is the class favorite food?"</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>																											
<p>Thurs</p>	<p>Ask learners questions to review their understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Draw a bar graph on the board depicting learners favorite colors</p>  <p>Learners to use the graph to answer and/or pose questions, and justify the answers, based on the organized data</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>																											



		<p>e.g. “What is the class favorite color?”</p> <p>Encourage learners to ask questions about the bar graph.</p>	
Fri	<p>Ask learners questions to review their understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Draw a bar graph on the board depicting learners favorite sports.</p>  <p>Learners to use the graph to answer and/or pose questions, and justify the answers, based on the organized data e.g. “What is the class favorite sport?”</p> <p>Engage learners to collect data and represent it using bar graph.</p> <p>Let learners answer questions based on the graph they have drawn.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> <p>Next lesson: Draw and interpret concrete graphs and pictographs</p>

# FIRST TERM LESSON PLAN

## BASIC ONE (SCIENCE)

### WEEK I

Name of School: .....

Name of Teacher: .....

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Diversity of Matter	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Living And Non Living Things	
<b>Content Standard:</b> B2.1.1.1 Demonstrate understanding of the physical features and life processes of living things and use this understanding to classify them		<b>Indicator:</b> B2.1.1.1.1 know the basic structure of plants (roots, stem, leaves, flowers)	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> • Learners can know the basic structure of plants (roots, stem, leaves, flowers)		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	Pictures of Plants and animals in the environment , plastics videos paper, metal woods		
<b>New words</b>			
<b>References:</b> Science Curriculum Pg. 36			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Paste a drawing of a structure of tree on the board for learners to explore	<p>Observe pictures or watch a video on different plants</p> <p>Working in groups, learners uproot young plants from school surroundings with the assistance of the teacher and bring them to class</p> <p>Learners examine the plants in groups to identify the basic parts (roots, stem, leaves and flowers)</p>	<p>What have we learnt today?</p> <p>The structure of trees</p> <p>Have learners to summarize the important points of the lesson</p> <p>Give learners task to draw a tree and show its roots, stem, leaves and flowers</p>
	<p>Have learners write on a sheet of paper the following</p> <p>The parts of a tree To draw a tree and color it</p>	<p>Learners describe the basic physical features of plants (roots, stem and leaves and flowers)</p> <p>Teacher asks learners some questions: 1) which part of the plant is hidden in the soil? 2)</p>	<p>What have we learnt today?</p> <p>The physical features of trees</p>



		<p>Which part of the plant was seen above the soil?</p> <p>Learners sing songs, rhymes and poems relating to the topic</p>	<p>Have learners to summarize the important points of the lesson</p> <p>Give learners task to draw a tree and show its roots, stem, leaves and flowers</p>
	<p>Tell and explain to learners the adage “if the last tree dies, the last man dies”</p>	<p>Learners sing songs, rhymes and poems relating to the topic</p> <p>Teacher asks learners: what will happen if there are no plants in their community.</p> <p>Learners draw and label a plant</p>	<p>What have learnt today?</p> <p>The importance of trees</p> <p>Have learners to summarize the important points of the lesson</p> <p>Have learners to discuss some uses of plants</p>



## WEEK 2

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Diversity of Matter	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Living And Non Living Things	
<b>Content Standard:</b> B2.1.1.2 Understand the differences between living, non-living things and things which have never been alive	<b>Indicator:</b> B2.1.1.2.1 Describe the basic structure of animals (head, limbs and trunk)	<b>Lesson:</b> I OF I	
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can describe the basic structure of animals (head, limbs and trunk)</li> </ul>		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	Pictures of Plants and animals in the environment , plastics, paper,		
<b>New words</b>			
<b>References:</b> Science Curriculum Pg. 36			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Led learners to recite few rhymes</p> <p><b><u>One little finger</u></b>            One little finger, one little finger,            two little fingers            Tap, tap, tap            Point to the ceiling,            Point to the floor,            Put them on your head,  <b>HEAD!</b>  <i>(continue with the lyrics by pointing to all the body parts)</i></p>	<p>Learners watch videos or observe pictures of different animals</p> <p>Let learners name some animals from the pictures.</p> <p>Learners identify the basic parts of animals</p> <p>Engage learners to draw animals of their choice.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Learners watch videos or observe pictures of different animals</p> <p>Let learners name some animals from the pictures.</p> <p>Learners identify the basic parts of animals</p> <p>Engage learners to draw animals of their choice.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>



	<p>Play games, sing songs and recite familiar rhymes to begin the lesson.</p> <p>Using questions and answers, revise with learners on the previous lesson.</p>	<p>Learners design and mould animals of their choice and identify the basic parts of those animals (head, limbs and trunk).</p> <p>Learners explain why they chose to mould those particular animals.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
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### WEEK 3

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Diversity of Matter	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Living And Non Living Things	
<b>Content Standard:</b> B2.1.1.2 Understand the differences between living non-living thing	<b>Indicator:</b> B2.1.1.2.2 Group things collected from the environment into living and non-living things	<b>Lesson:</b> I OF I	
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can group things collected from the environment into living and non-living things</li> </ul>		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	Pictures of Plants and animals in the environment , plastics videos paper, metal woods		
<b>New words</b>			
<b>References:</b> Science Curriculum Pg. 37			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners bring pictures of various living and non-living things	<p>Guide learners to group pictures into living and nonliving things</p> <p>Go on a nature walk, observe and collect things from the environment.</p> <p>Lead learners to group things collected from the environment into living and non-living things</p>	<p>What have we learnt today?</p> <p>Grouping things collected from the environment into living and non-living things</p> <p>Invite the class to tell you what they have learnt in the lesson using 'pupil as teacher method'</p>
	Learners bring pictures of various living and non-living things	<p>In groups learners work to sort out things into living and non-living things (based on the pictures and items collected from the environment).</p> <p>Learners give reasons for their groupings.</p> <p>Have learners to draw and color two things each of living and nonliving things.</p>	<p>What have we learnt today?</p> <p>Grouping things collected from the environment into living and non-living things</p> <p>Invite the class to tell you what they have learnt in the lesson using 'pupil as teacher method'</p>
	Paste a hart on the board showing pictures of living and nonliving things as learners observe	<p>Draw and color some of the things collected.</p> <p>Project: Learners create some living and non-living things from</p>	<p>What have we learnt today?</p> <p>Grouping things collected from the environment into living and non-living things</p>



	Have learners to talk about the chart and identify the names of things on the chart.	materials such as clay, blu- tack, cardboard or paper.	Learners present their final work to the class for appraisal
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## WEEK 4

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration: 60mins per lesson</b>		<b>Strand:</b> Diversity of Matter	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Materials	
<b>Content Standard:</b> B2.1.2.1 Recognise materials as important resources for providing human needs		<b>Indicator:</b> B2.1.2.1.1 Know the common properties of materials such as soft, hard, rough, smooth, opaque, transparent, bendable	<b>Lesson:</b>  I OF I
<b>Performance Indicator:</b> Learners can Know the common properties of materials such as soft, hard, rough, smooth, opaque, transparent, bendable		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	Metals, woods plastics soil stones paper pencil crayons		
<b>New words</b>			
<b>References:</b> Science Curriculum Pg. 37			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Learners collect and bring a variety of everyday materials from the home, school and community.</p> <p>Materials should include items such as <i>cotton wool, pieces of cloths, pieces of paper, cardboard, wood, plastics, polythene bags, soil samples, marbles, chalk, crayon, pen, straws.</i></p> <p>Learners sort and group the materials based on texture (hard or soft), and size (big or small).</p> <p>Group materials into those that they can see through (transparent) and those that we cannot see through (opaque) with the teacher's assistance</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>




	<p>Play games, sing songs and recite familiar rhymes to begin the lesson.</p> <p>Using questions and answers, revise with learners on the previous lesson.</p>	<p>Provide materials that can bend, for learners to observe.</p> <p>Learners feel and draw materials that are hard, soft, smooth, etc.</p> <p>Learners display their drawings in class for discussion.</p> <p>Know that the properties of a given material enable it to be used for making certain products, e.g. clay is used for making pots because it can be moulded without breaking, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
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## WEEK 5

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Diversity of Matter	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Materials	
<b>Content Standard:</b> B2.1.2.2 Know that substances can exist in different physical states (solid, liquid, gas): many substances can be changed from one state to another by heating or cooling		<b>Indicator:</b> B2.1.2.2.1 describe the properties of solids, liquids, and gases	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can describe the properties of solids, liquids, and gases		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>		Metals, woods plastics soil stones paper pencil crayons	
<b>New words</b>			
<b>References:</b> Science Curriculum Pg. 38			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Play a game of “I spy” with learners using riddles that describes the relative position of various object, e.g. “I spy something that is beside the chair, in front of the bookcase, etc.	Display different materials in solid, liquid or gaseous state, e.g. <i>ice, water, vapor, fruit juice, oil and gravels.</i>  Learners observe the materials and describe their properties in terms of appearance, shape, flow, and how easily they can be squeezed, stretched and compressed.  Put learners into groups. Share materials among the groups. Let them note down the properties of the materials and present their work to the class.	Ask learners questions to review their understanding of the lesson.  Give learners task to do whiles you go round to guide those who need help.
	Play games and recite rhymes that learners are familiar with to begin the lesson.  Ask learners questions to review their	Paste a chart showing pictures of different materials on the board. Have learners to observe the pictures on the chart  Learners to talk about the pictures	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.



	<p>understanding in the previous lesson.</p>	<p>Have learners to identify the names of items on the chart</p> <p>In groups learners sort out more materials into solids, liquids and gases</p>	
	<p>Play a game of “I spy” with learners using riddles that describes the relative position of various object, e.g. “I spy something that is beside the chair, in front of the bookcase, etc.</p>	<p>Demonstrate the formation of vapor (gaseous state) by boiling water.</p> <p>Water vapor can be produced from the evaporation or boiling of liquid water or from sublimation of ice.</p> <p>Use boiling to demonstrate the formation of vapor</p> 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>



## WEEK 6

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Diversity of Matter	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Materials	
<b>Content Standard:</b> B2.1.2.3 Understand mixtures, the types, their formation, uses and ways of separating them into their components		<b>Indicator:</b> B2.1.2.3.1 Describe a solid–solid mixture and explain how to separate the components	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can describe a solid–solid mixture and explain how to separate the components		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	sand, gari, saw dust, chalk, charcoal and cowpea		
<b>New words</b>			
<b>References:</b> Science Curriculum Pg. 38			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Learners watch a video and pictures on solid-solid mixtures.</p> <p>Provide learners with solid materials for them to observe, e.g. sand, gari, saw dust, chalk, charcoal and cowpea.</p> <p>Learners combine two materials at a time and observe what happens.</p> <p>Learners talk about the mixtures they have formed.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Ask learners whether the products they have formed are the same as the individual materials. How will they call the material combinations they have formed?</p> <p>Assist learners to understand that when they</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>



		mix two or more things together, they form a mixture and that no new thing forms even though the starting and ending substances may look different from each other.	
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## WEEK 7

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Cycles
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Earth Science
<b>Content Standard:</b> B2. 2.1.1. Recognize that some events in our environment occur recurrently	<b>Indicator:</b> B2.2.1.1.1 Recognize the importance of some cyclic natural phenomena such as dry and wet seasons	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can recognize the importance of some cyclic natural phenomena such as dry and wet seasons		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;
<b>Teaching/ Learning Resources</b>	sand, gari, saw dust, chalk, charcoal and cowpea	
<b>New words</b>		
<b>References:</b> Science Curriculum Pg. 39		

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Lead learners through poems, rhymes, games and discussions to introduce another cyclic event – wet and dry seasons.</p> <p><i>The dry season is a period of low rainfall</i></p> <p>Learners discuss what they like and don't like about the dry season.</p> <p>Some advantages of dry season are;</p> <ul style="list-style-type: none"> <li>• <i>It helps our foods to stay longer without getting spoilt even if it's not refrigerated or warmed</i></li> <li>• <i>It aids in drying our clothes minutes after washing them etc.</i></li> </ul>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing</p>	<p>Have learners to talk about what they like and dislike about the wet season.</p> <p>The wet season is also called rainy season.</p> <p><i>This is the time of the year when most of a region's annual rainfall occurs</i></p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>



	<p>songs to begin the lesson.</p>	<p>Some importance of wet season are;  <i>Air quality improves, fresh water quality improves, and vegetation grows substantially, leading to crop yields late in the season, etc.</i></p> <p>Assess learners by asking them to draw and make posters on the dry and wet seasons and color some human activities that take place during these times.</p>	<p>Learners to read and spell the key words on the board.</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Lead learners to think critically to identify problems related to wet or dry seasons and how such problems can be solved, e.g. how do people get water during dry season?</p> <p>How do people dry their clothes during wet season?</p> <p>What can be done to solve the problem of school compounds getting muddy during the wet season?</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>



## WEEK 8

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Cycles	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Earth Science	
<b>Content Standard:</b> B2. 2.1.2. Recognize the relationship between the Earth and the Sun	<b>Indicator:</b> B2.2.1.2.1 Identify sources of light to the earth	<b>Lesson:</b> 1 OF 1	
<b>Performance Indicator:</b> Learners can Identify sources of light to the earth		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	light bulbs, candle light		
<b>New words</b>			
<b>References:</b> Science Curriculum Pg. 39			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><b>STAR LIGHT, STAR BRIGHT.</b> Star light, star bright. The first star I see tonight I wish I may, I wish I might, Have the wish I wish tonight.</p>	<p>Learners mention sources of light at home and at the school.</p> <p>Assemble different sources of light (realia and pictures): stars, torch, lantern, lightning, fireflies, forest fires and light bulbs, candle light etc.</p> <p><b>Assessment:</b> Have Learners to identify and draw sources of light in their environment.</p>	<p>What have we learnt today?</p> <p>Sources of light to the Earth</p> <p>Ask learners to summarize the main points in the lesson</p>
	<p>Group learners into three (3), appoint a leader from each group to act as the teacher.</p> <p>Ask them to summarize what was covered in the previous lesson. The class is allowed to pose questions to the leaders.</p>	<p>Sort and classify sources of light as artificial or natural.</p> <p>Natural sources; stars, fireflies, sun, moon, lightning</p> <p>Artificial sources; torch, lantern, light bulbs, candle light</p> <p><b>Assessment:</b> Have Learners to talk about why and when we need light.</p>	<p>What have we learnt today?</p> <p>Sources of light to the Earth</p> <p>Ask learners to summarize the main points in the lesson</p>



	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>RAIN RAIN GO AWAY</u>  Rain, rain go away  Come again another day  Class two pupils want to play  Rain, rain go away.</p>	<p>Design an activity to block light from a torch using a cardboard to illustrate the importance of light.</p> <p>In a discussion, let learners talk about What will happen if there is no light on earth?</p>	<p>What have we learnt today?</p> <p>Sources of light to the Earth</p> <p>Ask learners to summarize the main points in the lesson</p>
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## WEEK 9

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Cycles	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Earth Science	
<b>Content Standard:</b> B2.2.1.4 Recognise water and air as important natural resources	<b>Indicator:</b> B2.2.1.4.1 Find out the qualities of good drinking water	<b>Lesson:</b> I OF I	
<b>Performance Indicator:</b> Learners can find out the qualities of good drinking water		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	light bulbs, candle light		
<b>New words</b>			
<b>References:</b> Science Curriculum Pg. 40			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Learners mention the sources of water we drink and use in their homes and communities.</p> <p>Some of the sources of water are; <i>Well water</i> <i>Stream water</i> <i>Tap water</i> <i>Bore hole</i></p> <p>Supply learners with samples of water from different sources, i.e. river, pond, well and bottled water.</p> <p>Caution learners not to taste any of the water samples.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their</p>	<p>In groups learners examine the water samples for the following: solid particles (using hand lens), color and odor (smell). Each group presents their findings.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>



	understanding of the previous lesson	Display to learners, samples of good drinking water and assist them to infer that good drinking water has no color, and no odor and is free from solid particles  Learners explain what will happen when they drink water that has particles, odor and color in it	
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## WEEK 10

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Cycles	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Earth Science	
<b>Content Standard:</b> B2.2.1.4 Recognize water and air as important natural resources		<b>Indicator:</b> B2.2.1.4.2 Identify uses of air	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can Identify uses of air		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	light bulbs, candle light		
<b>New words</b>			
<b>References:</b> Science Curriculum Pg. 40			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Engage learners to recite rhymes  <u>I SEE THE MOON</u> I see the moon, And the moon sees me, God bless the moon, And God bless me.	Ask learners to breathe in and out and find out from them what they are breathing in.  In groups learners perform the following activities, e.g. filling balloons, pumping tyres, flying kites, cooling the body, supporting burning and or show pictures of the activities.  Show pictures of people on a boat wearing life jackets, swimmers on inflated balloons on water.  Create real life problems related to the topic for learners to discuss and come out with possible solutions	Ask learners questions to review their understanding of the lesson.  Give learners task to do whiles you go round to guide those who need help.



## WEEK 11


<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Systems	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> The Human Body System	
<b>Content Standard:</b> B2.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function		<b>Indicator:</b> B2.3.1.1.1 know the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can know the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>		Pictures, videos, paper, pencils, crayons	
<b>New words</b>			
<b>References:</b> Science Curriculum Pg. 40			
<b>DAY</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: PLENARY</b>
	<p>Led learners to recite few rhymes <b><u>One little finger</u></b> One little finger, one little finger, two little fingers Tap, tap, tap Point to the ceiling, Point to the floor, Put them on your head, <b>HEAD!</b> <i>(continue with the lyrics by pointing to all the body parts)</i></p>	<p>Learners in a pair-share activity observe their friends critically and talk about the parts they see.</p> <p>Learners draw the visible things they see on their friend</p> <p><b>Assessment:</b> Let learners label the parts of the body they have drawn</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Teacher moves round to see the progress learners are making on the task given to them</p>
	<p>Led learners to recite few rhymes about the lesson <b><u>My head my shoulders</u></b> My head my shoulders, my knees, my toes My head my shoulders, my knees, my toes 2x They all belong to JESUS! (clap)</p>	<p>Learners are engaged to watch an animated video or listen to an animated song or show a picture of the parts of the human body. (Head, neck, eyes, nose, mouth, stomach, legs).</p> <p><b>Assessment:</b> Have learners to match body parts to their names using sticky papers</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Let learners read the keywords written on the board</p>



	<p>Led learners to recite few rhymes  <b>One little finger</b>  One little finger, one little finger, two little fingers  Tap, tap, tap  Point to the ceiling,  Point to the floor,  Put them on your eyes,  <b>EYES!</b>  <i>(continue with the lyrics by pointing to all the body parts)</i></p>	<p>Using pictures of body parts, demonstrate the functions of each part to learners.</p> <p>Have learners role play some of the functions of the body parts</p> <p>Teach and recite rhymes in relation to the lesson  Learners recite the rhymes and dance with actions</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p>
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<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Systems
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> The Human Body System
<b>Content Standard:</b> B2.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function	<b>Indicator:</b> B2.3.1.1.1 know the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can know the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;
<b>Teaching/ Learning Resources</b>	Pictures, videos, paper, pencils, crayons	
<b>New words</b>		
<b>References:</b> Science Curriculum Pg. 40		

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	<p>Use questions and answers to review what they learnt in the previous lesson</p> <p>Example: the mouth is used for.....</p> <p>The hands are used for.....</p> <p>Legs are used for.....</p>	<p>Learners talk about the biological uses of the human body parts in pairs.</p>  <p>Have learners to discuss the uses of the parts of the body.</p>	<p>Use questions and answers to review learners understanding in the lesson.</p>
	<p>Use questions and answers to review the previous lesson with learners</p>	<p>Let learners role play with the uses of the parts of the body.</p> <p>Example: "I am called eyes"-the body sees with me.</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p>
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>In groups learners brainstorm and talk about what will happen if some parts of the body are absent or not working well?</p> <p>Let learners act some of scenarios highlighted Example: learners walk with one leg etc.</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p> <p>Use questions and answers to review learners understanding in the lesson</p>



## WEEK 12

<b>Week Ending:</b>		<b>DAY:</b>		<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson				<b>Strand:</b> Systems	
<b>Class:</b> B2		<b>Class Size:</b>		<b>Sub Strand:</b> The Solar System	
<b>Content Standard:</b> B2.3.2.1 Show understanding of the orderliness of the sun, planets and satellites in the solar system as well as the important role of the sun in the solar system			<b>Indicator:</b> B2.3.2.1.1: Identify the sun as the main source of light and warmth on earth		<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can Identify the sun as the main source of light and warmth on earth			<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;		
<b>Teaching/ Learning Resources</b>		Pictures, videos, paper, pencils, crayons			
<b>New words</b>					
<b>References:</b> Science Curriculum Pg. 41					
<b>DAY</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>		<b>PHASE 3: PLENARY</b>	
	Engage learners to sing some action songs  <u>SHOW ME</u> Show me your head oo, This is my head oo. Show me your eyes oo, This is my eyes oo. Etc.	Revise with learners on the sources of light. e.g. flash light, light bulb, sun, stars etc.  let learners group the source of light under natural and man-made.  Guide learners to identify the sun as the main source of light to the earth.  Demonstrate the sun as the main source of light with a flash light and a ball.		Learners to tell what was interesting about the lesson.  Have learners to read and spell the key words written on the board	
	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	Learners engaged with these questions and answer them on a piece of paper: <i>What does the sun look like?</i> <i>Where is the sun located?</i> <i>Do you feel warmer or colder when the sun is out?</i> <i>Why is the sun important to us here on Earth?</i>  Learners in turns read out their answers to the whole class.		Learners to tell what was interesting about the lesson.  Have learners to read and spell the key words written on the board	



		Learners demonstrate the sun as the main source of light with a flash light and a ball	
	Ask learners questions to review their understanding in the previous lesson	In groups learners discuss and present to class what they use the light and the warmth from the sun for.  Learners to role-play the uses of the sun	Learners to tell what was interesting about the lesson.  Have learners to read and spell the key words written on the board



**FIRST TERM LESSON PLAN**  
**BASIC ONE (RELIGIOUS & MORAL EDUCATION)**  
**WEEK I**

Name of School: .....

Name of Teacher: .....

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> RELIGIOUS & MORAL EDUCATION	
<b>Duration:</b> 60mins		<b>Strand:</b> God's creation and Attributes	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> God the Creator	
<b>Content Standard:</b> B2. 1.1.1. Demonstrate an appreciation of God's creation		<b>Indicator:</b> B2.1.1.1.1 mention the attributes of God that reveal his nature	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> • Learners can mention the attributes of God that reveal his nature		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness,	
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>References:</b> RME Curriculum Pg. 7			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</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>Group learners into three In groups, lead learners to discuss the attributes of God as the Sustainer of life:</p> <ul style="list-style-type: none"> <li>- Giver of rain and sunshine,</li> <li>- the One who makes plants grow,</li> <li>- The Giver of air, etc.</li> </ul> <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>Review the lesson with learners.</p> <p>Ask pupils to summarize the important points in the lesson</p> <p>Ask learners to draw and colure two things god created</p>



## WEEK 2

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> RELIGIOUS & MORAL EDUCATION	
<b>Duration:</b> 60mins		<b>Strand:</b> God's creation and Attributes	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> God the Creator	
<b>Content Standard:</b> B2. 1.1.1. Demonstrate an appreciation of God's creation		<b>Indicator:</b> B2.1.1.1.1 mention the attributes of God that reveal his nature	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>• Learners can mention the attributes of God that reveal his nature</li> </ul>		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness,	
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>References:</b> RME Curriculum Pg. 7			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<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>Group learners into three In groups, lead learners to discuss the attributes of God as the Sustainer of life:</p> <ul style="list-style-type: none"> <li>- Giver of rain and sunshine,</li> <li>- the One who makes plants grow,</li> <li>- The Giver of air, etc.</li> </ul> <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>Review the lesson with learners.</p> <p>Ask pupils to summarize the important points in the lesson</p> <p>Ask learners to draw and colour two things god created</p>



### WEEK 3

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> RELIGIOUS & MORAL EDUCATION	
<b>Duration:</b> 60mins		<b>Strand:</b> God's creation and Attributes	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> God the Creator	
<b>Content Standard:</b> B2. 1.1.1. Demonstrate an appreciation of God's creation		<b>Indicator:</b> B2.1.1.1.1 mention the attributes of God that reveal his nature as Sustainer of life	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can mention the attributes of God that reveal his nature		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness,	
<b>Teaching/ Learning Resources</b>		Wall charts, wall words, posters, video clip, etc.	
<b>References:</b> RME Curriculum Pg.			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Tell learners stories about Gods creation.	In groups, learners mention the attributes of God as sustainer of life:  i. Giver of rain and sunshine ii. The One who makes plants grow iii. The Giver of air	What have we learnt today? Attributes of god that reveal his nature the sustainer of life.  Learners to summarize the important points of the lesson.
	Engage learners to play games and sing songs to begin the lesson.  Review learners understanding in the previous lesson using questions and answers	Learners mention these attributes of God in their local languages.  Group learners according to their languages. Have learners mention the names of god in their language	Learners mention these attributes of God in their local languages.
	Engage learners to play games and sing songs to begin the lesson.  Review learners understanding in the previous lesson using questions and answers	Learners mention these attributes of God in their local languages.  Group learners according to their languages. Have learners mention the names of god in their language	Learners mention these attributes of God in their local languages.



## WEEK 4

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> RELIGIOUS & MORAL EDUCATION	
<b>Duration:</b> 60mins		<b>Strand:</b> God's creation and Attributes	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> God the Creator	
<b>Content Standard:</b> B2. 1.1.1. Demonstrate an appreciation of God's creation		<b>Indicator:</b> B2.1.1.1.1 mention the attributes of God in our local language	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can mention and explain some attributes of God in their local language.</li> </ul>		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness,	
<b>Teaching/ Learning Resources</b>		Picture cards with attributes of God, audio recordings of local language terms, Bible storybooks, chart paper, markers	
<b>References:</b> RME Curriculum Pg. 7			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
1	<ul style="list-style-type: none"> <li>- Greet learners warmly.</li> <li>- Begin with a prayer thanking God for His creation.</li> <li>- Ask: "What words do we use to describe God?"</li> <li>- Write learners' answers on the board.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce key attributes of God in English and local languages.</li> <li>Example: Omnipotent - all-powerful, Omniscient - all-knowing,</li> <li>Omnipresent - everywhere,</li> <li>Loving, Merciful</li> <li>- Present examples in <b>Twi</b>:               <ul style="list-style-type: none"> <li>- <i>Ɔɔɔadeɛ</i> (The Creator)</li> <li>- <i>Otumfoɔ</i> (The Powerful One)</li> <li>- <i>Mobrohunu Nyame</i> (Merciful God)</li> <li>- <i>Awurade</i> (Lord)</li> </ul> </li> <li>- Present examples in <b>Ewe</b>:               <ul style="list-style-type: none"> <li>- <i>Mawu</i> (God)</li> </ul> </li> <li>- Use picture cards and audio recordings to practice pronunciation.</li> <li>- Share a Bible story illustrating God's mercy or power.</li> <li>- Encourage learners to</li> </ul>	<ul style="list-style-type: none"> <li>- Ask learners to mention one attribute of God in Twi or Ewe.</li> <li>- Discuss why knowing these attributes helps us appreciate God.</li> <li>- Close with a group prayer acknowledging God's attributes.</li> <li>- Assign: Draw a picture showing one attribute of God and write the local language word for it.</li> </ul>



		repeat the local language terms aloud.	
2	<ul style="list-style-type: none"> <li>- Recap the attributes learned on Monday using flashcards.</li> <li>- Sing a simple song or chant about God's attributes in the local language.</li> </ul>	<ul style="list-style-type: none"> <li>- Group activity: Learners work in small groups to create short sentences or prayers using the local language attributes.</li> <li>- Each group presents their sentences/prayers.</li> <li>- Discuss how knowing God's attributes helps us live better lives.</li> </ul>	<ul style="list-style-type: none"> <li>- Reflect on what was learned.</li> <li>- Ask: "How can we show God's love and mercy in our daily lives?"</li> <li>- Encourage learners to share the local language words with family members.</li> <li>- Homework: Teach a family member one attribute of God in your local language.</li> </ul>
3	<ul style="list-style-type: none"> <li>- Review the local language attributes with a quick quiz.</li> <li>- Ask learners to say aloud the attributes in Twi and Ewe.</li> </ul>	<ul style="list-style-type: none"> <li>- Storytelling: Share a short story or parable illustrating one or more attributes of God (e.g., God's mercy or power).</li> <li>- Discuss the story's message.</li> <li>- Learners write or draw about their favorite attribute.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask learners to share their drawings or writings.</li> <li>- Summarize the importance of knowing God's attributes.</li> <li>- End with a prayer thanking God for His attributes.</li> <li>- Homework: Prepare to share one attribute of God in the next class.</li> </ul>



## WEEK 5

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> RELIGIOUS & MORAL EDUCATION	
<b>Duration:</b> 60mins		<b>Strand:</b> God's creation and Attributes	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> The Environment	
<b>Content Standard:</b> B2.1.2.1. Appreciate the environment as God's creation		<b>Indicator:</b> B2.1.2.1.1 Explain the importance of the environment.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>• Learners can explain the importance of the environment.</li> </ul>		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness,	
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>References:</b> RME Curriculum Pg. 7			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Play games, sing songs and recite familiar rhymes to begin the lesson.</p> <p>Using questions and answers, revise with learners on the previous lesson.</p>	<p>Take a nature walk of the school environment with learners to observe:</p> <p>- <i>things of natural existence (objects God created): trees, stones, animals, etc.,</i></p> <p>- <i>things created by humankind: buildings, cars, tables, chairs, etc.</i></p> <p>In groups, let learners examine things made by humankind and identify the materials used in making the things.</p> <p>Guide learners to talk about the importance of the environment.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>




## WEEK 6

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> RELIGIOUS & MORAL EDUCATION	
<b>Duration:</b> 60mins		<b>Strand:</b> God's creation and Attributes	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> The Environment	
<b>Content Standard:</b> B2.1.2.1. Appreciate the environment as God's creation		<b>Indicator:</b> B2.1.2.1.1 Explain the importance of the environment.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>• Learners can explain the importance of the environment.</li> </ul>		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness,	
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>References:</b> RME Curriculum Pg. 7			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Play games, sing songs and recite familiar rhymes to begin the lesson.</p> <p>Using questions and answers, revise with learners on the previous lesson.</p>	<p>Take a nature walk of the school environment with learners to observe:</p> <ul style="list-style-type: none"> <li>- <i>things of natural existence (objects God created): trees, stones, animals, etc.,</i></li> <li>- <i>things created by humankind: buildings, cars, tables, chairs, etc.</i></li> </ul> <p>In groups, let learners examine things made by humankind and identify the materials used in making the things.</p> <p>Guide learners to talk about the importance of the environment.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>



## WEEK 7



<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> RELIGIOUS & MORAL EDUCATION	
<b>Duration:</b> 60mins		<b>Strand:</b> God's creation and Attributes	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> The Environment	
<b>Content Standard:</b> B2.1.2.1. Appreciate the environment as God's creation		<b>Indicator:</b> B2.1.2.1.2: demonstrate human activities that destroy God's creation or the environment	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can demonstrate human activities that destroy God's creation or the environment</li> </ul>		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness,	
<b>Teaching/ Learning Resources</b>		Wall charts, wall words, posters, video clip, etc.	
<b>References:</b> RME Curriculum Pg. 8			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Paste pictures on the board.</p>  <p>Have learners to talk about the pictures</p>	<p>Guide learners to talk about activities that destroy the environment: indiscriminate cutting down of trees, illegal mining activities (galamsey), pollution of water bodies, etc.</p> <p>Let learners know that all these activities lead to climate change – heat, floods, rainstorms, less rainfall pattern, drought, famine, etc.</p> <p>Let learners draw and color various aspects of the environment: - safe environment, - unsafe environment, etc.</p> <p>Let learners talk about the desired environment.</p> <p>Group learners to record data on human activities that destroy the environment and present to class for discussion.</p>	<p>What have we learnt today?</p> <p>Effects of human activities on the environment.</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p>



**WEEK 8**

<b>Date:</b>	<b>DAY:</b>	<b>Subject: RELIGIOUS &amp; MORAL EDUCATION</b>	
<b>Duration: 60mins</b>		<b>Strand: God's creation and Attributes</b>	
<b>Class: B2</b>	<b>Class Size:</b>	<b>Sub Strand: The Environment</b>	
<b>Content Standard:</b> B2.1.2.1. Appreciate the environment as God's creation		<b>Indicator:</b> B2.1.2.1.2: demonstrate human activities that destroy God's creation or the environment	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can demonstrate human activities that destroy God's creation or the environment</li> </ul>		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness,	
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>References: RME Curriculum Pg. 8</b>			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Let learners draw and color various aspects of the environment:</p> <ul style="list-style-type: none"> <li>- safe environment</li> </ul>  <ul style="list-style-type: none"> <li>- unsafe environment, etc.</li> </ul>  <p>Let learners talk about the desired environment.</p> <p>Group learners to record data on human activities that destroy</p>	<p>What have we learnt today?</p> <p>Effects of human activities on the environment.</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p>



		the environment and present to class for discussion.	
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## WEEK 9

<b>Date:</b>	<b>DAY:</b>	<b>Subject: RELIGIOUS &amp; MORAL EDUCATION</b>	
<b>Duration: 60mins</b>		<b>Strand: God's creation and Attributes</b>	
<b>Class: B2</b>	<b>Class Size:</b>	<b>Sub Strand: Purpose of God's Creation</b>	
<b>Content Standard:</b> B2.1.3.1. Appreciate things created by God		<b>Indicator:</b> B2.1.3.1.1: Explain the purpose of God's creation.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>• Learners can explain the purpose of God's creation.</li> </ul>		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness,	
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>References: RME Curriculum Pg. 8</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Have learners to listen to stories about God and creation.</p> <p>Learners to watch pictures and videos about creation.</p> <p>Have learners to talk about the videos/pictures and tell the part that interest them most.</p>	<p>Group learners to discuss the usefulness of plants and animals to humankind.</p> <p>Let learners identify the uses of animals and plants.</p> <p><b>Assessment:</b> Let learners draw and color useful plants and animals.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points of the lesson.</p> <p>Give learners task to match pictures of plants and animals to their uses</p>



## WEEK 10

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> RELIGIOUS & MORAL EDUCATION	
<b>Duration:</b> 60mins		<b>Strand:</b> God's creation and Attributes	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Purpose of God's Creation	
<b>Content Standard:</b> B2.1.3.1. Appreciate things created by God		<b>Indicator:</b> B2.1.3.1.1: Explain the purpose of God's creation.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>• Learners can explain the purpose of God's creation.</li> </ul>		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness,	
<b>Teaching/ Learning Resources</b>		Wall charts, wall words, posters, video clip, etc.	
<b>References:</b> RME Curriculum Pg. 8			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Have learners to listen to stories about God and creation.</p> <p>Learners to watch pictures and videos about creation.</p> <p>Have learners to talk about the videos/pictures and tell the part that interest them most.</p>	<p>Group learners to discuss the usefulness of plants and animals to humankind.</p> <p>Let learners identify the uses of animals and plants.</p> <p><b>Assessment:</b> Let learners draw and color useful plants and animals.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points of the lesson.</p> <p>Give learners task to match pictures of plants and animals to their uses</p>



## WEEK 11

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> RELIGIOUS & MORAL EDUCATION	
<b>Duration:</b> 60mins		<b>Strand:</b> God's creation and Attributes	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Purpose of God's Creation	
<b>Content Standard:</b> B2.1.3.1. Appreciate things created by God		<b>Indicator:</b> B2.1.3.1.1: Explain the purpose of God's creation.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>• Learners can explain the purpose of God's creation.</li> </ul>		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness,	
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>References:</b> RME Curriculum Pg. 8			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners to listen to stories about God and creation.</p> <p>Learners to watch pictures and videos about creation.</p> <p>Have learners to talk about the videos/pictures and tell the part that interest them most.</p>	<p>Group learners to discuss the usefulness of plants and animals to humankind.</p> <p>Let learners identify the uses of animals and plants.</p> <p><b>Assessment:</b> Let learners draw and color useful plants and animals.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points of the lesson.</p> <p>Give learners task to match pictures of plants and animals to their uses</p>



## WEEK 12

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> RELIGIOUS & MORAL EDUCATION	
<b>Duration:</b> 60mins		<b>Strand:</b> God's creation and Attributes	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Purpose of God's Creation	
<b>Content Standard:</b> B2.1.3.1. Appreciate things created by God		<b>Indicator:</b> B2.1.3.1.1: Explain the purpose of God's creation.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>• Learners can explain the purpose of God's creation.</li> </ul>		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness,	
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>References:</b> RME Curriculum Pg. 8			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners to listen to stories about God and creation.</p> <p>Learners to watch pictures and videos about creation.</p> <p>Have learners to talk about the videos/pictures and tell the part that interest them most.</p>	<p>Group learners to discuss the usefulness of plants and animals to humankind.</p> <p>Let learners identify the uses of animals and plants.</p> <p><b>Assessment:</b> Let learners draw and color useful plants and animals.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points of the lesson.</p> <p>Give learners task to match pictures of plants and animals to their uses</p>



# FIRST TERM LESSON PLAN

## BASIC ONE (HISTORY)

### WEEK I

Name of School: .....

Name of Teacher: .....

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My Country Ghana	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> The People of Ghana	
<b>Content Standard:</b> B2.2.1.1. Demonstrate knowledge of the ethnic groups in Ghana		<b>Indicator:</b> B2.2.1.1.1 identify the ethnic groups in each region of Ghana	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>• Learners can identify the ethnic groups in each region of Ghana</li> </ul>		<b>Core Competencies:</b> Global citizenship, and digital literacy	
<b>Teaching/ Learning Resources</b>	A map of Ghana indicating the various ethnic groups.		
<b>References:</b> History Curriculum Pg. 10			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Day 1	Paste a blank Ghana map (without labels) on the board. Ask learners to identify and label familiar regions. Let learners guess where certain ethnic groups might be located.	Identify the <b>main ethnic groups in Ghana</b> (Akan, Mole-Dagbani, Ewe, Ga-Dangme, Guan, Grusi, Gurma, Mande). Discuss their population size and spread.	What new ethnic group did you learn about? Group learners by ethnic group. Each group shares 2 facts about their assigned group. Display symbols or pictures representing each ethnic group.



## WEEK 2

<b>Date:</b>		<b>DAY:</b>		<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson				<b>Strand:</b> My Country Ghana	
<b>Class:</b> B2		<b>Class Size:</b>		<b>Sub Strand:</b> The People of Ghana	
<b>Content Standard:</b> B2.2.1.1. Demonstrate knowledge of the ethnic groups in Ghana			<b>Indicator:</b> B2.2.1.1.1 identify the ethnic groups in each region of Ghana		<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can identify the ethnic groups in each region of Ghana</li> </ul>				<b>Core Competencies:</b> Global citizenship, and digital literacy	
<b>Teaching/ Learning Resources</b>		A map of Ghana indicating the various ethnic groups.			
<b>References:</b> History Curriculum Pg.					
<b>DAYS</b>					
	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>		
	Show a labeled Ghana map with <b>regions only</b> . Ask learners to match ethnic groups to the regions based on what they remember.	Use slides or internet resources to show <b>where each ethnic group predominantly lives</b> . Discuss overlapping regions (e.g., Ewes in Volta and parts of Eastern Region). Explain urban migration and ethnic diversity.	Ask: "Which ethnic group lives in your region?" Group learners by region and have them list ethnic groups found there. Display cultural items (images/videos) of each group.		



### WEEK 3

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My Country Ghana	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> The People of Ghana	
<b>Content Standard:</b> B2.2.1.1. Demonstrate knowledge of the ethnic groups in Ghana		<b>Indicator:</b> B2.2.1.1.1 identify the ethnic groups in each region of Ghana	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>• Learners can identify the ethnic groups in each region of Ghana</li> </ul>		<b>Core Competencies:</b> Global citizenship, and digital literacy	
<b>Teaching/ Learning Resources</b>		A map of Ghana indicating the various ethnic groups.	
<b>References:</b> History Curriculum Pg. 10			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Show images of traditional dress, food, music, or festivals. Ask learners to guess which ethnic group each item belongs to.	Explore the <b>cultural practices, languages, and festivals</b> of each ethnic group. Play short clips of music, greetings, or dances from different groups. Discuss the importance of cultural identity.	“What culture did you enjoy learning about today?” Pairs of learners role-play a festival or greeting. Have each group summarize their ethnic group’s unique culture and share with class.



## WEEK 4

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My Country Ghana	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> The People of Ghana	
<b>Content Standard:</b> B2.2.1.1. Administrative Regions of Ghana		<b>Indicator:</b> B2.2.1.1.1 Identify the various administrative regions of Ghana	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can mention at least 10 of the 16 administrative regions of Ghana and their capitals.</li> </ul>		<b>Core Competencies:</b> Communication, Critical Thinking, Cultural Identity	
<b>Teaching/ Learning Resources</b>	Map of Ghana, flashcards, chart of regions and capitals, markers		
<b>References:</b> History Curriculum Pg. 10			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<ul style="list-style-type: none"> <li>Greet learners.</li> <li>Ask: "Who can name a region in Ghana?"</li> <li>Show a map and explain what a region is.</li> </ul>	<ul style="list-style-type: none"> <li>Introduces the 16 administrative regions of Ghana.</li> <li>Show each region on the map and name its capital.</li> <li>Let learners repeat after you.</li> <li>Use flashcards for a matching activity (region ↔ capital).</li> <li>Discuss why regions are important.</li> </ul>	<ul style="list-style-type: none"> <li>Ask learners to name 3 regions and their capitals.</li> <li>Recap the importance of knowing our regions.</li> <li>Assign: Draw Ghana's map and label 5 regions as homework.</li> </ul>
	<ul style="list-style-type: none"> <li>Review previous lesson with a song about regions.</li> <li>Quick oral quiz: "What is the capital of Ashanti Region?"</li> </ul>	<ul style="list-style-type: none"> <li>Group activity: Each group gets a region to present (location, capital, one fact).</li> <li>Use chart to display results.</li> <li>Discuss how regions help with administration and development.</li> </ul>	<ul style="list-style-type: none"> <li>Each group shares what they learned.</li> <li>Teacher summarizes key points.</li> <li>Encourage learners to ask parents about their home regions.</li> </ul>



## WEEK 5

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My Country Ghana	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> The People of Ghana	
<b>Content Standard:</b> B2.2.1.1. Administrative Regions of Ghana		<b>Indicator:</b> B2.2.1.1.1 Identify the various administrative regions of Ghana	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can mention at least 10 of the 16 administrative regions of Ghana and their capitals.</li> </ul>		<b>Core Competencies:</b> Communication, Critical Thinking, Cultural Identity	
<b>Teaching/ Learning Resources</b>	Map of Ghana, flashcards, chart of regions and capitals, markers		
<b>References:</b> History Curriculum Pg. 10			
<b>DAYS</b>			
	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<ul style="list-style-type: none"> <li>Greet learners.</li> <li>Quick recap: Ask, "Who can name three regions of Ghana?"</li> <li>Show the map and review regions named last week.</li> </ul>	<ul style="list-style-type: none"> <li>Introduces the 16 regions and their capitals.</li> <li>Show each region on the map and state its capital.</li> <li>Let learners repeat after you.</li> <li>Use flashcards for a matching activity (region ↔ capital).</li> <li>Discuss why regions are important for administration and development.</li> </ul>	<ul style="list-style-type: none"> <li>Ask learners to name 5 regions and their capitals.</li> <li>Recap the importance of knowing our regions.</li> <li>Assign: Draw Ghana's map and label 5 regions as homework.</li> </ul>
	<ul style="list-style-type: none"> <li>Review previous lesson with a song about regions.</li> <li>Quick oral quiz: "What is the capital of Northern Region?"</li> </ul>	<ul style="list-style-type: none"> <li>Group activity: Each group gets a region to present (location, capital, one fact).</li> <li>Use chart to display results.</li> <li>Discuss how regions help with administration and development.</li> <li>Introduces the concept of regional ministers and their roles.</li> </ul>	<ul style="list-style-type: none"> <li>Each group shares what they learned.</li> <li>Teacher summarizes key points.</li> <li>Encourage learners to ask parents about their home regions.</li> </ul>



## WEEK 6

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My Country Ghana	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> The People of Ghana	
<b>Content Standard:</b> B2.2.1.1. Show understanding of the characteristics of some of the ethnic groups in Ghana		<b>Indicator:</b> B2.2.1.1.1 identify the ethnic groups in each region of Ghana	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can identify the ethnic groups in each region of Ghana		<b>Core Competencies:</b> Global citizenship, and digital literacy	
<b>Teaching/ Learning Resources</b>	A map of Ghana indicating the various ethnic groups.		
<b>References:</b> History Curriculum Pg. 10			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Engage learners to play the <b>“Lucky Dip game”</b> Learners take turns to dip their hands into a box containing the administrative regions in Ghana.</p> <p>Learners are supposed to pick a card in the box and say the regional capital.</p> <p>Ask learners to mention some of the foods they eat at home.</p> <p>Elaborate on learners responses and introduce the Ewe ethnic group.</p> <p>Paste a chart of pictures on the board depicting the dressing, foods and</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>



		<p>people of the Ewe ethnic group.</p> <p>Have learners to talk about the pictures and relate to them.</p> <p>Guide learners to discuss the Ewe ethnic group.</p>	
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Invite learners to the front of the classroom to show off their dancing moves in any of the traditional dance.</p> <p>Learners to appreciate themselves and talk a little about their dances. e.g. adowa, kete, abgaza, boboobo, kpanlongo etc.</p> <p>Revise with learners on the Akan and Ewe ethnic groups. With the aid of a slide or video, identify and discuss the Ga-Adangbe ethnic group in Ghana.</p> <p>Have learners match some towns to their respective ethnic groups.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>



## WEEK 7

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My Country Ghana	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> The People of Ghana	
<b>Content Standard:</b> B2.2.1.1. Show understanding of the characteristics of some of the ethnic groups in Ghana		<b>Indicator:</b> B2.2.1.1.1 identify the ethnic groups in each region of Ghana	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can identify the ethnic groups in each region of Ghana</li> </ul>		<b>Core Competencies:</b> Global citizenship, and digital literacy	
<b>Teaching/ Learning Resources</b>	A map of Ghana indicating the various ethnic groups.		
<b>References:</b> History Curriculum Pg. 10			


DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Revise with learners on the sixteen administrative regions and their capitals in Ghana.</p> <p>Call learners randomly for them to tell the regions they were born.</p> <p>Base on learners responses to introduce the Mole Dagbani ethnic group.</p> <p>Find out from learners the language, cloths and food by the Mole Dagbanis.</p> <p>With the Aid of a Ghana map, guide learners to locate the regions that make up the Mole Dagbani ethnic group.</p> <p>Show pictures or video on some practices of the Mole Dagbani ethnic group.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>



		Discuss the Mole Dagbani Ethnic group with learners.	
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Have learners form a circle and stand at the center with a ball. All you have to do is to name a region and pass the ball to the student.</p> <p>Let them toss it to another as they also mention any of the sixteen region.</p> <p>If they repeat a region or cannot say any more words, they sit down. The last man standing wins!</p> <p>Ask learners to mention some of the foods they eat at home.</p> <p>Elaborate on learners responses and introduce the Guan ethnic group.</p> <p>Paste a chart of pictures on the board depicting the dressing, foods and people of the Guan ethnic group.</p> <p>Have learners to talk about the pictures and relate to them.</p> <p>Guide learners to discuss the Guan ethnic group.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>



<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My Country Ghana	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> The People of Ghana	
<b>Content Standard:</b> B2.2.1.1. Show understanding of the characteristics of some of the ethnic groups in Ghana		<b>Indicator:</b> B2.2.1.1.1 identify the ethnic groups in each region of Ghana	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can identify the ethnic groups in each region of Ghana</li> </ul>		<b>Core Competencies:</b> Global citizenship, and digital literacy	
<b>Teaching/ Learning Resources</b>		A map of Ghana indicating the various ethnic groups.	
<b>References:</b> History Curriculum Pg. 10			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Share some few jokes with learners. You can two their jokes as well e.g. An American girl farts and says “Excuse me”.</p> <p>A Ghanaian girl farts and you will hear “Ohh! beans wei koraa”</p>	<p>Engage learners to sing songs in relation to the lesson.</p> <p>Paste the regional chart on the board and let learners identify the regions in Ghana.</p> <p>Employ a Ghana map to aid learners identify the regions and their capitals in Ghana.</p> 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>



		Form a rhyme or song with the regions and let them recite.	
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## WEEK 8

<b>Date:</b>		<b>DAY:</b>		<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson				<b>Strand:</b> My Country Ghana	
<b>Class:</b> B2		<b>Class Size:</b>		<b>Sub Strand:</b> The People of Ghana	
<b>Content Standard:</b> B2.2.1.1. Characteristics of ethnic groups			<b>Indicator:</b> B2.2.1.1.1 Characteristics of the Ethnic Groups in Ghana (food, dressing, festivals, language, political institutions, social & economic activities, taboos, oaths		<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can describe the types of food, dressing, and festivals of major ethnic groups in Ghana</li> </ul>				<b>Core Competencies:</b> Communication, Critical Thinking, Cultural Identity	
<b>Teaching/ Learning Resources</b>		Pictures of food, traditional dresses, festival videos, flashcards			
<b>References:</b> History Curriculum Pg. 10					
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>		<b>PHASE 3: REFLECTION</b>	
	Greet learners. Ask: "Who can name a traditional food of Ghana?" Show pictures of Ghanaian dishes.	Introduces major ethnic groups (Akan, Ewe, Mole-Dagbani, Ga-Dangme, Guan). Discuss popular foods (eg, fufu, kenkey, TZ, banku). Show and discuss traditional dressing styles. Explain key festivals (eg, Homowo, Aboakyer, Hogbetsotso, Damba).		Ask learners to mention a food, a dress, and a festival from any ethnic group. Homework: Draw or bring a picture of a festival.	
	Review foods and festivals from Monday. Play a short video or song from a Ghanaian festival.	Learners match ethnic groups to their foods and festivals using flashcards. Discuss why food and festivals are important for identity. Let learners share what		Review key points. Ask: "Why is it important to learn about our foods and festivals?" Homework: Interview a parent about a festival.	



		food or festival is celebrated in their family.	
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## WEEK 9

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My Country Ghana	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> The People of Ghana	
<b>Content Standard:</b> B2.2.1.1. Characteristics of ethnic groups		<b>Indicator:</b> B2.2.1.1.1 Characteristics of the Ethnic Groups in Ghana (food, dressing, festivals, language, political institutions, social & economic activities, taboos, oaths	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can describe the types of food, dressing, and festivals of major ethnic groups in Ghana</li> </ul>		<b>Core Competencies:</b> Communication, Critical Thinking, Cultural Identity	
<b>Teaching/ Learning Resources</b>	Pictures of food, traditional dresses, festival videos, flashcards		
<b>References:</b> History Curriculum Pg. 10			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Greet learners. Play short audio clips of Ghanaian languages. Ask: "Which language do you hear at home?"	Discuss languages spoken by the major ethnic groups. Introduces traditional political institutions (chiefs, queen mothers, councils). Show pictures of chiefs and councils. Explain social activities (municipal labour, storytelling, naming ceremonies).	Ask learners to name a language and a traditional leader. Homework: Interview a family member about a traditional leader in their area.
	Recap languages and leaders from Monday. Role-play greeting a chief in different languages.	Group activity: Learners act out a simple chieftaincy installation or council meeting. Discuss the importance of social activities in communities.	Review the role-play. Ask: "What did you learn about our leaders and languages?" Homework: Draw a chief or queen mother.



## WEEK 10

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My Country Ghana	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> The People of Ghana	
<b>Content Standard:</b> B2.2.1.1. Characteristics of ethnic groups		<b>Indicator:</b> B2.2.1.1.1 Characteristics of the Ethnic Groups in Ghana (food, dressing, festivals, language, political institutions, social & economic activities, taboos, oaths	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can describe the types of food, dressing, and festivals of major ethnic groups in Ghana</li> </ul>		<b>Core Competencies:</b> Communication, Critical Thinking, Cultural Identity	
<b>Teaching/ Learning Resources</b>	Pictures of food, traditional dresses, festival videos, flashcards		
<b>References:</b> History Curriculum Pg. 10			
<b>DAYS</b>			
	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Greet learners. Ask: "What work do people do in your community?" Show pictures of markets/farms.	Discuss economic activities (farming, fishing, trading, craftwork) of ethnic groups. Explain taboos (eg, not fishing on certain days, sacred groves). Discuss oaths (importance in settling disputes, swearing allegiance). Share stories about taboos/oaths.	Ask learners to share a taboo or oath from their community. Homework: Write a short story about a taboo or economic activity.
	Review economic activities from Monday. Ask: "Why do communities have taboos?"	Group activity: Learners list taboos and oaths from their families or communities. Discuss how taboos and oaths help maintain peace and order.	Review the list. Ask: "How do taboos and oaths help our communities?" Homework: Interview a




			grandparent about a taboo.
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## WEEK 11

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My Country Ghana	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Major Historical Locations	
<b>Content Standard:</b> B2.2.4.1. Exhibit knowledge of the history of the major historical locations in Ghana		<b>Indicator:</b> B2.2.4.1.1 discuss the history of Ghana's major historical locations. Examples include Kumasi military museum	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can discuss the history of Ghana's major historical locations. Examples include Kumasi military museum</li> </ul>		<b>Core Competencies:</b> Global citizenship, and digital literacy	
<b>Teaching/ Learning Resources</b>	A map of Ghana showing major historical locations/ Resource person		
<b>References:</b> History Curriculum Pg. 11			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Guide learners to identify the major historical locations in Ghana.</p> <p>Show and discuss pictures about the history of these major historical locations in Ghana.</p> <p>Assessment: let learners talk about parts of the pictures that interest them most.</p> <p>Get in touch with knowledgeable resource persons (if available) to tell</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p> <p>Use series of questions to review the understanding of learners</p>




		the history of any historical location in your community or district	
	<p>Show pictures of the Kumasi military museum to learners</p> <p>have learners to observe and talk about the pictures</p> 	<p>Retell the history of these major historical locations in Ghana.</p> <p><u>Kumasi military museum.</u>  <i>The Kumasi fort and military museum is located in the Uaddara barracks in Kumasi. The fort was built in 1820 by the Asantehene, Osei Tutu Kwamina, to resemble the coastal forts which were built by the European merchants. From the 1952 to 1953, after the second world war, the Armed forces of the British colonial government took over the fort and converted it into a museum.</i></p> <p>Assessment: have learners to search the internet to find more about the Kumasi military museum</p>	<p>Use series of questions to review the understanding of learners.</p> <p>Example: who built the Kumasi military museum?</p> <p>In which year was the Kumasi military museum built?</p> <p>Ask learners to talk about what they enjoyed most during the lesson</p>



## WEEK 12

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My Country Ghana	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Major Historical Locations	
<b>Content Standard:</b> B2.2.4.1. Exhibit knowledge of the history of the major historical locations in Ghana		<b>Indicator:</b> B2.2.4.1.1 discuss the history of Ghana’s major historical locations. Examples include Kumasi military museum	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can discuss the history of Ghana’s major historical locations. Examples include Kumasi military museum</li> </ul>		<b>Core Competencies:</b> Global citizenship, and digital literacy	
<b>Teaching/ Learning Resources</b>	A map of Ghana showing major historical locations/ Resource person		
<b>References:</b> History Curriculum Pg. 11			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	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



	<p>show pictures of the Assin Manso slave site to learners</p>  <p>have learners to observe and talk about the pictures</p>	<p>Retell the history of these major historical locations in Ghana.</p> <p><u>Assin Manso slave site</u>  <i>Assin Manso ancestral slave river was one of the largest slave markets for gathering people to sell into slavery during the infamous trans-Atlantic slave trade. Some interesting places at the site is the memorial wall of return and the last bath.</i></p> <p>Assessment: have learners to search the internet to find more about the Assin Manso slave site</p>	<p>Use series of questions to review the understanding of learners.</p> <p>Ask learners to talk about what they enjoyed most during the lesson</p>
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### FIRST TERM LESSON PLAN

### BASIC ONE (CREATIVE ARTS)

### WEEK I

Name of School: .....

Name of Teacher: .....

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Visual Arts	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Thinking and Exploring Ideas	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B2 1.1.1.1 Explore own experiences to talk about performing artworks	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can explore own experiences to talk about performing artworks		<b>Core Competencies:</b> Decision Making and Creativity	
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 36			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Learners are to watch a short video that reflects topical issues in the local community;	Learners are to watch documentaries on the history and culture of people from other parts of Ghana.	Ask learners to tell the whole class what they have learnt.  Learners tell what they will like to learn.



	<p>Ask learners to talk about parts of the video or pictures that interest them.</p>	<p>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.</p> <p>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.</p>	
	<p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>Visit historical sites such as centers for national culture, theatres, museums, galleries, festival grounds, studios of performing artists, and performing arts departments of educational institutions.</p> <p>Organize collection of samples to create a 'history learning corner' in the classroom.</p> <p>Draw concepts and ideas from the activities to plan own.</p> <p>Performing artworks that express the history and culture of the people studied.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson.</p>



## WEEK 2

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Visual Arts	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Thinking and Exploring Ideas	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B2 2.1.1.1 Explore own experiences to talk about performing artworks	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can explore own experiences to talk about performing artworks		<b>Core Competencies:</b> Decision Making and Creativity	
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 36			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Learners are to watch a short video that reflects topical issues in the local community;  Ask learners to talk about parts of the video or pictures that interest them.	Learners are to watch documentaries on the history and culture of people from other parts of Ghana.  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.	Ask learners to tell the whole class what they have learnt.  Learners tell what they will like to learn.



		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.	
	Ask learners questions to review learners understanding in the previous lesson.	<p>Visit historical sites such as centers for national culture, theatres, museums, galleries, festival grounds, studios of performing artists, and performing arts departments of educational institutions.</p> <p>Organize collection of samples to create a 'history learning corner' in the classroom.</p> <p>Draw concepts and ideas from the activities to plan own.</p> <p>performing artworks that express the history and culture of the people studied.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson.</p>



### WEEK 3

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Visual Arts	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Planning, Making and Composing	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B2 1.2.2.1 /B2 1.2.3.1 Create own visual artworks using available visual arts media and methods.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can create own visual artworks using available visual arts media and methods.		<b>Core Competencies:</b> Decision Making and Creativity	
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 36			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Revise some familiar rhymes and tongue-twisters taught.  <u>Baa, Baa, Black Sheep</u> Baa, baa, black sheep Have you any wool. Yes sir, yes sir, three bags full. One for my master, one for his dame, One for the little boy who lives down the lane	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.  Make outline drawings to define those visual artworks.	Ask learners questions to review their understanding of the lesson.  Give learners task to do whiles you go round to guide those who need help.



		Use ideas they have gathered about visual artworks made or found in other communities to plan own artworks.	
	Have learners to sing some patriotic songs they know.  Using questions and answers, review learners understanding in the previous lesson.	Learners are to discuss the history and culture of the people and identify the artworks found among the people.  Create own artworks that reflect the history and culture of people in other parts of Ghana.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.

### WEEK 4

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Performing Arts	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Planning, Making and Composing	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B2 2.2.2.1 /B2 2.2.3.1 Compose own artworks using available performing arts instruments, resources and methods to represent performing artworks	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can compose own artworks using available performing arts instruments, resources and methods to represent performing artworks		<b>Core Competencies:</b> Decision Making and Creativity	
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 36			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Learners sing song and recite rhymes about work.  Show pictures of earthenware for learners to observe and talk about them	Learners are to recall images of performing artworks that are produced or performed in other parts of Ghana;  Define own ideas for improvising own music, dance or drama based on the identified performing artworks  Use ideas formed about the performing artworks to plan	Learners talk about what was interesting and made meaning to them in the lesson.



		own music, dance and drama that reflect the history and culture (e.g. customs, religion, festivals, buildings, symbols) of people in those parts of Ghana	
Learners sing song and recite rhymes about work.  Show pictures of earthenware for learners to observe and talk about them	Engage learners to role play music, dance and drama performances in the identified communities in Ghana, using available instruments and resources; Create own music, dance and drama to represent those performed by people in other communities in Ghana.	Learners talk about what was interesting and made meaning to them in the lesson.	

### WEEK 5

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Performing Arts	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Planning, Making and Composing	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B2 2.2.2.1 /B2 2.2.3.1 Compose own artworks using available performing arts instruments, resources and methods to represent performing artworks	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can compose own artworks using available performing arts instruments, resources and methods to represent performing artworks		<b>Core Competencies:</b> Decision Making and Creativity	
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 36			


DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners sing song and recite rhymes about work.  Show pictures of earthenware for learners to observe and talk about them	Learners are to recall images of performing artworks that are produced or performed in other parts of Ghana;  Define own ideas for improvising own music, dance or drama based on the identified performing artworks  Use ideas formed about the performing artworks to plan	Learners talk about what was interesting and made meaning to them in the lesson.




		own music, dance and drama that reflect the history and culture (e.g. customs, religion, festivals, buildings, symbols) of people in those parts of Ghana	
Learners sing song and recite rhymes about work.  Show pictures of earthenware for learners to observe and talk about them	Engage learners to role play music, dance and drama performances in the identified communities in Ghana, using available instruments and resources; Create own music, dance and drama to represent those performed by people in other communities in Ghana.	Learners talk about what was interesting and made meaning to them in the lesson.	

**WEEK 6**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Performing Arts	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Thinking and Exploring Ideas	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B2 2.1.1.2 explore own experiences to talk about performing artworks that reflect people in other communities in Ghana	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can explore own experiences to talk about performing artworks that reflect people in other communities in Ghana		<b>Core Competencies:</b> Decision Making and Creativity	
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 30			


DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	show pictures of people performing the Kpatsa dance to learners'  let learners observe and  talk about the pictures	Guide Learners to brainstorm on performing artworks that are produced or performed by people in other parts of Ghana.  Today we shall look at the "Kpatsa" dance. The "Kpatsa" dance is a traditional dance of the people of the Adangme people; it is said to be associated with abodo (dwarfs).Etc.	Ask learners to talk about what they enjoyed most during the lesson




		<p>Guide learners to identify the props, costumes, instruments and elements, used in performing the “Kpatsa” dance;</p> 	
	Review the previous lesson with questions and answers	<p>Invite a resource person to demonstrate the dance to learners.</p> <p>Assessment: Learners dance in groups and in turns</p>	Learners observe and appreciate the performance of others

### WEEK 7

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Performing Arts	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Thinking and Exploring Ideas	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B2 2.1.1.2 explore own experiences to talk about performing artworks that reflect people in other communities in Ghana	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can explore own experiences to talk about performing artworks that reflect people in other communities in Ghana		<b>Core Competencies:</b> Decision Making and Creativity	
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 30			

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	<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. 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>Ask learners to talk about what they enjoyed most during the lesson</p>



		Guide learners to identify the props, costumes, instruments and elements, used in performing the “Kpatsa” dance; 	
	Review the previous lesson with questions and answers	Invite a resource person to demonstrate the dance to learners.  Assessment: Learners dance in groups and in turns	Learners observe and appreciate the performance of others

### WEEK 8

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Visual Arts	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Planning, Making and Composing	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B2.1.2.2.2 /B2.1.2.3.2 make decisions to create own artworks from imagination, based on visual artworks produced or found in other communities in Ghana	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can make decisions to create own artworks from imagination, based on visual artworks produced or found in other communities in Ghana			<b>Core Competencies:</b> Decision Making and Creativity
<b>Teaching/ Learning Resources</b>		Photos, videos, art paper, colors and traditional art tools	
<b>References:</b> Creative Arts Curriculum Pg. 31			
<b>DAY</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: PLENARY</b>
	Learners to sing songs and play games to get them ready for the lesson  Show pictures of visual artworks to learners for them to observe and talk about them	Learners are to explore the local environment to select available materials and tools that are good for making artworks.  Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make clay pot.	Ask learners to talk about what they have learnt.  Through questions and answers review learners understanding of the lesson



		Demonstrate and guide learners to make a simple clay pot	
	Learners to sing songs and play games to get them ready for the lesson	Allow learners to practice in groups following the steps provided  Learners to discuss and compare their artworks to the artworks studied.	Ask learners to talk about what they have learnt.  Through questions and answers review learners understanding of the lesson

### WEEK 9

<b>Week Ending:</b>		<b>DAY:</b>		<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson				<b>Strand:</b> Visual Arts	
<b>Class:</b> B2		<b>Class Size:</b>		<b>Sub Strand:</b> Planning, Making and Composing	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.			<b>Indicator:</b> B2.1.2.2.2 /B2.1.2.3.2 make decisions to create own artworks from imagination, based on visual artworks produced or found in other communities in Ghana		<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can make decisions to create own artworks from imagination, based on visual artworks produced or found in other communities in Ghana				<b>Core Competencies:</b> Decision Making and Creativity	
<b>Teaching/ Learning Resources</b>		Photos, videos, art paper, colors and traditional art tools			
<b>References:</b> Creative Arts Curriculum Pg. 31					
<b>DAY</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>		<b>PHASE 3: PLENARY</b>	
	Learners to sing songs and play games to get them ready for the lesson  Show pictures of visual artworks to learners for them to observe and talk about them	Learners are to explore the local environment to select available materials and tools that are good for making artworks.  Learners gather materials and tools available in their community based on artworks		Ask learners to talk about what they have learnt.  Through questions and answers review learners understanding of the lesson	




		they wish to create. Example: how to make clay pot.  Demonstrate and guide learners to make a simple clay pot	
	Learners to sing songs and play games to get them ready for the lesson	Allow learners to practice in groups following the steps provided  Learners to discuss and compare their artworks to the artworks studied.	Ask learners to talk about what they have learnt.  Through questions and answers review learners understanding of the lesson

### WEEK 10

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Performing Arts	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Planning, Making and Composing	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B2.2.2.2.2 /B2.2.2.3.2 compose and make decisions to create own artworks by using available performing arts instruments, resources and methods.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can compose and make decisions to create own artworks by using available performing arts instruments, resources and methods.			<b>Core Competencies:</b> Decision Making and Creativity
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 31			
<b>DAY</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: PLENARY</b>
	Play songs using your phone or a music box.  Call learners to show some dance moves and dance to the songs	In the previous lesson we learned how the “Kpatsa” dance reflect the lives and culture of the people of Ga-Adangme in Ghana.  Guide learners to create own dance to reflect their culture.	Ask learners to talk about what they have learnt.  Through questions and answers review learners understanding of the lesson




		<p>Guide learners to pick a piece of music for the dance. e.g. a circular music, gospel music, etc.</p> <p>Guide learners to determine the style and plan the dance</p>	
	<p>Play songs using your phone or a music box.</p> <p>Call learners to show some dance moves and dance to the songs</p>	<p>Show learners a video or pictures of the dance you want to teach.</p>  <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Learners to tell the part of the lesson that interest them most.</p>



## WEEK 11

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Performing Arts	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Planning, Making and Composing	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B2.2.2.2.2 /B2.2.2.3.2 compose and make decisions to create own artworks by using available performing arts instruments, resources and methods.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can compose and make decisions to create own artworks by using available performing arts instruments, resources and methods.		<b>Core Competencies:</b> Decision Making and Creativity	
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 31			
<b>DAY</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: PLENARY</b>
	Play songs using your phone or a music box.  Call learners to show some dance moves and dance to the songs	In the previous lesson we learned how the “Kpatsa” dance reflect the lives and culture of the people of Ga-Adangme in Ghana.	Ask learners to talk about what they have learnt.  Through questions and answers review learners



		<p>Guide learners to create own dance to reflect their culture.</p> <p>Guide learners to pick a piece of music for the dance. e.g. a circular music, gospel music, etc.</p> <p>Guide learners to determine the style and plan the dance</p>	<p>understanding of the lesson</p>
	<p>Play songs using your phone or a music box.</p> <p>Call learners to show some dance moves and dance to the songs</p>	<p>Show learners a video or pictures of the dance you want to teach.</p>  <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Learners to tell the part of the lesson that interest them most.</p>



**FIRST TERM LESSON PLAN**  
**BASIC ONE (GHANAIAN LANGUAGE)**  
**WEEK 1**

Name of School: .....

Name of Teacher: .....

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Listening and Speaking	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Songs	
<b>Content Standard:</b> B2.1.1.1: Demonstrate an understanding of types of work and play songs and learn them.		<b>Indicator:</b> B2.1.1.1.1. Sing work and play songs and discuss their importance.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can Sing work and play songs and discuss their importance.		<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking	
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>References:</b> Ghanaian Language Curriculum Pg. 60			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>



	<p>Put learners into groups</p> <p>Write a list of items on the chalkboard by wrongly spelling them and allow students to self-correct them.</p> <p>Invite one person from each group to write their answers on the board</p>	<p>Revise traditional occupations with learners.</p> <p>Lead learners to sing a popular work song.</p> <p>Introduce a new work and its song. Teach learners the song.</p> <p>Let learners sing the song in groups and individually.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to play the crossword game</p> <p>Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available</p>	<p>Introduce a new play and its song. Lead learners to discuss how the play is performed and the song associated with the play.</p> <p>Let learners sing a popular play song as a group and individually.</p> <p>Discuss the importance of work and play songs with learners. E.g. Work songs: – reduce fatigue, removes boredom, provides enjoyment, allows systematic work, inspires fellow workers to work harder, builds vocabulary etc. Play songs – creates unity, develops one’s creativity, provides enjoyment and inspiration.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Introduce a new play and its song.</p> <p>Lead learners to discuss how the play is performed and the song associated with the play.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>



		Let learners sing a popular play song as a group and individually.	
		Discuss the importance of work and play songs with learners.	

## WEEK 2

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Listening and Speaking	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Rhymes	
<b>Content Standard:</b> B2.1.2.1 Demonstrate knowledge of some selected rhymes with their correct rhythms by listening attentively.		<b>Indicator:</b> B2.1.2.1.1-2 Explore rhymes with correct rhythm.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can explore rhymes with correct rhythm.		<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>References:</b> Ghanaian Language Curriculum Pg. 62			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Have learners to write letter patterns in the air.  Engage learners to sing songs and dance to it	Ask learners to sing a popular traditional occupational song.  Lead learners to learn how to explore the rhyme with correct rhythm.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt



		<p>Lead learners to explore the rhyme with gestures.</p> <p>Call learners individually to explore the rhyme with correct rhythm.</p> <p>Let learners explore a popular rhyme they know.</p>	
<p>Write a simple word vertically on the board . E.g. C H A I R</p> <p>Invite learners to come up with a word starting with each letter of the vertical word.</p>	<p>Explore a rhyme made up of sounds that pose problems to learners.</p> <p>Teach learners how the rhyme is explored.</p> <p>Let learners explore rhymes with problematic sounds in groups and in pairs.</p> <p>Lead learners to explore the rhyme with gestures.</p> <p>Let learners explore the rhyme individually with gestures.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>	
<p>Have learners share what is going on in their lives. You and your learners can talk about plans for the weekend.</p>	<p>Explore a rhyme made up of sounds that pose problems to learners.</p> <p>Teach learners how the rhyme is explored.</p> <p>Let learners explore rhymes with problematic sounds in groups and in pairs.</p> <p>Lead learners to explore the rhyme with gestures.</p> <p>Let learners explore the rhyme individually with gestures.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>	



### WEEK 3

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Listening and Speaking	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Story Telling	
<b>Content Standard:</b> B2.1.4.1 Exhibit knowledge of listening to and retelling simple stories.		<b>Indicator:</b> B2.1.4.1.1-2 Retell part of a story and recognize the morals/values in a story.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can retell part of a story and recognize the morals/values in a story.		<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration	
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>References:</b> Ghanaian Language Curriculum Pg. 63			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Tell or show a clip of an interesting story of not more than ten minutes long to learners.  Discuss the clip with learners.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt



		Ask learners to retell it.	
	Have learners to write letter patterns in the air.  Engage learners to sing songs and dance to it	Tell an interesting story.  Show video of an interesting story.  Discuss with learners the morals/values in the story they have heard or watched.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Let learners watch the video again.  Assign roles to them and let them dramatize the first three scenes.  Direct learners to dramatize the story.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt

#### WEEK 4

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson			<b>Strand:</b> Oral Language	
<b>Class:</b> B2	<b>Class Size:</b>		<b>Sub Strand:</b> Dramatization and Role Play	
<b>Content Standard:</b> B2.1.5.1 Perform a sketch of a story heard or told.		<b>Indicator:</b> B2.1.5.1.1 dramatize a story and discuss key issues and lessons in the sketch		<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can dramatize a story and discuss key issues and lessons in the sketch			<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>References:</b> Ghanaian Language Curriculum Pg. 64				
<b>DAY</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>		<b>PHASE 3: PLENARY</b>
	Put learners into groups  Write a list of items on the chalkboard by wrongly spelling them and allow students to self-correct them.	Tell or read an interesting story to learners.  Lead learners to discuss the story in groups.		Assessment: Ask learners to share their feelings about the roles they played  Learners to tell the roles they like to play most



	Invite one person from each group to write their answers on the board	Call the groups to tell the class their thoughts on the story.	
	Engage learners to play the crossword game  Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available	Assign roles to learners.  Direct learners to dramatize the story.  Lead learners through discussions to recognize key issues and lessons in the story.	Assessment: Ask learners to share their feelings about the roles they played  Learners to tell the roles they like to play most
	Learners sing songs and recite rhymes to get them ready for the lesson	Revise with learners on stories and their moral lessons.  Learners tell interesting stories and role play them.  Engage learners to tell the moral lessons in the stories told	Learners appreciate and talk about what interest them most in the lesson



## WEEK 5

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Reading	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Phonological & Phonemic Awareness	
<b>Content Standard:</b> B2.2.3.1 Demonstrate knowledge of hearing, recognising and differentiating sounds in spoken words.		<b>Indicator:</b> B2.2.3.1.1 Recognize and create words with the same sounds - initial and final position.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can recognize and create words with the same sounds - initial and final position.		<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>References:</b> Ghanaian Language Curriculum Pg. 71			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Put learners into groups  Write a list of items on the chalkboard by wrongly spelling them and allow students to self-correct them.	Let learners explore a rhyme.  Write some words on the board.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt



	<p>Invite one person from each group to write their answers on the board</p>	<p>Lead learners to mention the words.</p> <p>Call learners to mention the words individually.</p> <p>Assist learners through discussion to recognize and create words with the same sounds in word initial and final positions.</p>	
	<p>Engage learners to play the crossword game</p> <p>Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available</p>	<p>Write some words on the board.</p> <p>Lead learners to mention the words.</p> <p>Call learners to mention the words individually.</p> <p>Assist learners through discussion to recognize and create words with the same sounds in word initial and final positions.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Write some words on the board.</p> <p>Lead learners to mention the words.</p> <p>Call learners to mention the words individually.</p> <p>Assist learners through discussion to recognize and create words with the same sounds in word initial and final positions.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>



## WEEK 6

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Reading	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Phonics: letter & sound knowledge	
<b>Content Standard:</b> B2.2.4.1 Show an understanding of connecting sounds to letters and blending letters into syllables in order to read.		<b>Indicator:</b> B2.2.4.1.1-3 Use alphabetic knowledge to Blend syllables to produce simple words decode words.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can use alphabetic knowledge to Blend syllables to produce simple words decode words.		<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration	
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>References:</b> Ghanaian Language Curriculum Pg. 72			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Let learners explore a rhyme.  Write some syllables on a manila card and show it to learners.	Use questions to review their understanding of the lesson



		<p>Lead learners to read the syllables.</p> <p>Lead learners to blend syllables to produce simple words.</p>	<p>Ask learners to summarize what they have learnt</p>
	<p>Have learners to write letter patterns in the air.</p> <p>Engage learners to sing songs and dance to it</p>	<p>Revise the letters of the alphabet with learners.</p> <p>Write some words on a manila card and assist learners to use alphabetic knowledge to decode the words.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Flash letter cards to learners for them to make its sounds.</p> <p>Ask pupils to write some letters in the air as you mention them</p>	<p>Write some simple sentences on the board.</p> <p>Lead learners to read the sentences.</p> <p>Call learners to read the simple sentences on the board as a group.</p> <p>Let learners read the sentences individually and correct them where necessary.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>



## WEEK 7

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Writing	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Penmanship & Handwriting	
<b>Content Standard:</b> B2.3.1.1 Understand how to copy sentences clearly; write letters or words and practice saying those that give them difficulty.		<b>Indicator:</b> B2.3.1.1.1-3 write letters clearly and boldly.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can write letters clearly and boldly.		<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration	
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>References:</b> Ghanaian Language Curriculum Pg. 77			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play the “ <b>Find your word</b> ” game Choose 5-6 letters that the learners know and make 5-10 cards with each sound on. Give each child a card and ask them to remember the sounds and hide it. They walk around the classroom	Write the letters of the alphabet boldly on the board.  Lead learners to say the letters of the alphabet aloud.	What have we learnt today?  Writing letters clearly and boldly.  Review the lesson with learners.



	<p>making that sound and find other children saying the same sound. They form groups of the same sound and make four words beginning with that sound.</p>	<p>Call learners individually to say the letters of the alphabet aloud.</p> <p>Assist learners to write letters boldly and clearly.</p> <p>Display letter cards on the teachers table. Using a sand tray, call out learners in turns to pick letter cards and write it.</p>	
	<p>Have learners to sing songs and recite familiar rhymes they know.</p> <p><u>ALPHABET</u> Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M ,N,O,P,Q,R,S,T,U,V,W,X,Y,Z.</p>	<p>Lead learners to say the letters of the alphabet aloud.</p> <p>Call learners individually to say the letters of the alphabet aloud.</p> <p>Write short words boldly on the board.</p> <p>Lead learners to mention the words aloud. Call learners individually to mention the words.</p> <p>Assist learners to write the words boldly and clearly</p>	<p>What have we learnt today?</p> <p>Writing words clearly and boldly</p> <p>Review the lesson with learners.</p>
	<p>Have learners to sing songs and recite familiar rhymes they know.</p> <p><u>ALPHABET</u> Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M ,N,O,P,Q,R,S,T,U,V,W,X,Y,Z.</p>	<p>Write simple sentences boldly on the board.</p> <p>Lead learners to read the sentences.</p> <p>Assist learners to write the sentences boldly and clearly.</p>	<p>What have we learnt today?</p> <p>Copying simple sentences clearly and boldly.</p> <p>Review the lesson with learners.</p>



## WEEK 8

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Writing	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Penmanship & Handwriting	
<b>Content Standard:</b> B2.3.1.1 Understand how to copy sentences clearly; write letters or words and practice saying those that give them difficulty.		<b>Indicator:</b> B2.3.1.1.1-4 Copy simple sentences clearly and boldly.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can Copy simple sentences clearly and boldly.		<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration	
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>References:</b> Ghanaian Language Curriculum Pg. 77			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Have learners to sing songs and recite familiar rhymes they know.  <u>ALPHABET</u> Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M ,N,O,P,Q,R,S,T,U,V,W,X,Y,Z.	Write the letters of the alphabet boldly on the board.  Lead learners to say the letters of the alphabet aloud.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt



		<p>Call learners individually to say the letters of the alphabet aloud.</p> <p>Assist learners to write letters boldly and clearly.</p>	<p>Learners to read and spell the key words on the board</p>
	<p>Engage learners to play the “<b>Find your word</b>” game Choose 5-6 letters that the learners know and make 5-10 cards with each sound on. Give each child a card and ask them to remember the sounds and hide it. They walk around the classroom making that sound and find other children saying the same sound. They form groups of the same sound and make four words beginning with that sound.</p>	<p>Lead learners to say the letters of the alphabet aloud.</p> <p>Call learners individually to say the letters of the alphabet aloud.</p> <p>Write short words boldly on the board.</p> <p>Lead learners to mention the words aloud. Call learners individually to mention the words.</p> <p>Assist learners to write the words boldly and clearly.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	<p>Have learners to sing songs and recite familiar rhymes they know.</p> <p><u>ALPHABET</u> Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M ,N,O,P,Q,R,S,T,U,V,W,X,Y,Z.</p>	<p>Write simple sentences boldly on the board.</p> <p>Lead learners to read the sentences.</p> <p>Assist learners to write the sentences boldly and clearly</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>



## WEEK 9

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Writing	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Capitalization	
<b>Content Standard:</b> B2.5.1.1 Exhibit knowledge of using capital letters.		<b>Indicator:</b> B2.5.1.1.1-3 Write proper nouns with capital letters.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can write proper nouns with capital letters.		<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration	
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>References:</b> Ghanaian Language Curriculum Pg. 80			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Let learners say the letters of the alphabet as a group.</p> <p>Call individual learners to say the letters of the alphabet.</p> <p>Write names of persons and places on</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>



		<p>manila card in capital letters.</p> <p>Lead learners to read the names and discuss the names with them.</p> <p>Call learners to read the names on their own. Let learners use capital letters to write the proper nouns.</p>	
	<p>Write words on the board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson</p>	<p>Revise the lesson on the letters of the alphabet with learners.</p> <p>Write simple sentences on the board and ask learners to recognize the first letter in every sentence.</p> <p>Lead learners to read the simple sentences aloud. Call individual learners to read the sentences.</p> <p>Let learners write the sentences making sure that each sentence is started with a capital letter.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do while you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Revise the lesson on the letters of the alphabet with learners.</p> <p>Write simple sentences on the board and ask learners to recognize the first letter in each sentence.</p> <p>Lead learners to read the simple sentences aloud. Call individual learners to read the sentences.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>



		Let learners write the sentences making sure that each sentence is dotted at the end, and another started with a capital letter	
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### WEEK 10

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Writing Conventions	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Punctuation	
<b>Content Standard:</b> B2.5.2.1 Show an understanding of the use of full stops.		<b>Indicator:</b> B2.5.2.1.1 Know what the full stop and the comma are.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can know what the full stop and the comma are.		<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration	
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>References:</b> Ghanaian Language Curriculum Pg. 81			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Write words on the board and cover parts with a smiley for learners to guess the word  Have learners sing songs to begin the lesson	Let learners demonstrate the morning greeting.  Write simple sentences that are well punctuated on a card (the sentence should have full stops and comma).	Ask learners questions to review their understanding of the lesson.  Give learners task to do whiles you go round to guide those who need help.



		<p>Lead learners to read the sentences aloud. Call learners to read aloud the sentences individually.</p> <p>Discus what a full stop and comma is with learners.</p> <p>Assist learners to tell what full stop and commas are</p>	
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Lead learners to read the sentences aloud. Call learners to read aloud the sentences individually.</p> <p>Discus what a full stop and comma is with learners.</p> <p>Assist learners to tell what full stop and commas are</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Lead learners to read the sentences aloud. Call learners to read aloud the sentences individually.</p> <p>Discus what a full stop and comma is with learners.</p> <p>Assist learners to tell what full stop and commas are</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>



## WEEK 11

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar usage	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Using Action Words	
<b>Content Standard:</b> B2.5.4.1: Apply knowledge of action words in communication		<b>Indicator:</b> B2.5.4.1.1 use the simple present tense to express habitual actions	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can use the simple present tense to express habitual actions		<b>Core Competencies:</b> Communication and Collaboration, and Personal Development	
<b>References:</b> English Language Curriculum Pg. 65			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Engage learners to sing familiar rhymes. Ask learners; <ul style="list-style-type: none"> <li>Whether they enjoyed singing the songs?</li> <li>What words did you hear in the songs?</li> <li>Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories every day.  Create situations for learners to use the structure. e.g. <i>i. simple truths – Lemons are sour.</i> <i>ii. interest – I like playing football.</i>	Word cards, sentence cards, letter cards, handwriting on a manila card	



	<p>iii. feelings – I am happy. iv. opinions – He is a good teacher.</p> <p>Introduce drills for learners to have practice.</p> <p>Put learners into small groups to discuss given topics, using the structures</p>	
<b>PHASE 3: REFLECTION</b>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Next lesson: identify adjectives and use them to describe self and other people</p>	

## WEEK 12

<b>Date:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Extensive Reading	
<b>Class:</b> B2	<b>Class Size:</b>	<b>Sub Strand:</b> Reading	
<b>Content Standard:</b> B2.6.1.1 Demonstrate knowledge by reading short and simple sentences made up of words they have learnt to speak.		<b>Indicator:</b> B2.6.1.1.1 Read short passages of simple sentences of about four to five words.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can read short passages of simple sentences of about four to five words.		<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>References:</b> Ghanaian Language Curriculum Pg. 87			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Let learners sing a traditional occupational song they know.</p> <p>Review learners understanding in the</p>	<p>Provide learners with reading books (the book should have a short passage according to the number of words prescribed).</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>



	<p>previous lesson using questions and answers</p>	<p>Lead learners to read the passage in the book.</p> <p>Let learners read the passage in turns.</p> <p>Assist learners to read short passages of simple sentences of about four to five words in other parts of the book</p>	<p>Learners to read and spell the key words on the board.</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Provide learners with reading books (the book should have a short passage according to the number of words prescribed).</p> <p>Lead learners to read the passage in the book.</p> <p>Let learners read the passage in turns.</p> <p>Assist learners to read short passages of simple sentences of about four to five words in other parts of the book</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>

