

A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 7
BASIC TWO

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right.

Fayol Inc.
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SCHEME OF LEARNING- WEEK 7

BASIC TWO

Name of School.....

Week Ending			
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.9.1.1. B2.2.7.2.4. B2.4.10.1.1. B2.5.10.1.1. B2.6.1.1.1	
Performance Indicator		<p>A. Learners can give and respond to commands</p> <p>B. Learners can read level-appropriate texts with little support</p> <p>C. Learners can write about real or imagined experiences or events using the process approach</p> <p>D. Learners can use phonics knowledge to spell words with irregular phonic letter pattern</p> <p>E. Learners can read a variety of age and level-appropriate books and texts from print and non-print</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<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>A. ORAL LANGUAGE (Giving and Responding to Commands)</p> <p>Revise verbs (action words) by having learners identify the present form of verbs and use them in sentences, e.g. come, go, sit, etc. (action).</p> <p>Have several learners obey commands such as 'stand up', 'close the door'.</p> <p>The teacher gives commands which the class/individuals promptly obey.</p> <p>Have Learners role-play giving and responding to commands.</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>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>B. READING (Comprehension)</p> <p>Have learners read different texts with little support from teacher.</p> <p>Gradually, scaffold to help learners read independently.</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>
Wednesday	<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>C. WRITING (Narrative Writing)</p> <p>Ask learners simple questions on their daily routines.</p> <p>Let learners brainstorm and choose a topic for the day. e. g. "A visit to the market"</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>Using questions, assist learners to write a paragraph or two about their experiences.</p> <p>e. g. i. <i>What is the name of the market?</i> ii. <i>Where is the market?</i> iii. <i>What did you buy from the market?</i></p>	
Thursday	<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>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Spelling)</i></p> <p>Have learners play the pick and spell game to spell phonetically irregular words. e. g. the, face</p> <p>Have learners use these words in oral and written sentences.</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>C. <u>EXTENSIVE READING</u></p> <p>Use the Author's chair to introduce the reading/ library time.</p> <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p>	<p>Call learners in turns to tell the whole class what they read.</p> <p>Let Learners draw parts of the story they read</p>


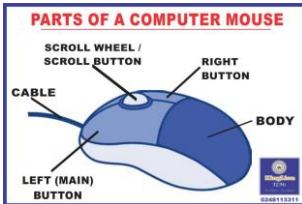
Week Ending	
Class	Two
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B2.3.3.3.I
Performance Indicator	Learners can read the calendar and solve problems involving the number of days in a week and number of months in a year.
Strand	Geometry And Measurement
Sub strand	Measurement- Length, Capacity, Mass And Time
Teaching/ Learning Resources	Ruler, rope, meter rule
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)																																																	
Monday	<p>Take learners through math mental to solve the following.</p> $15 - \square = 10$ $9 + \square = 11$ $\square + 3 = 10$ $\square - 4 = 1$ $14 - \square = 7$	<p>Let learners use the calendar to do the following:</p> <ul style="list-style-type: none"> - Identify or read the day of the week and the month of the year for a given calendar date. <p style="text-align: center;">September</p> <table border="1" style="display: inline-table; margin-right: 10px;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr> <td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td> </tr> <tr> <td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td> </tr> <tr> <td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td> </tr> <tr> <td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td> </tr> <tr> <td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <p>What day of the week is the first day of September on this calendar?</p> <p>What date is the last Tuesday in September?</p> <p>Assessment: have learners to read the calendar and answer the questions</p>	S	M	T	W	T	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					<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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Tuesday	<p>Take learners through math mental to solve the following.</p> $\square + 3 = 6$ $\square - 8 = 0$ $6 - \square = 2$ $2 + \square = 7$ $\square + 1 = 9$	<p>Let learners use the calendar to do the following:</p> <ul style="list-style-type: none"> - Identify the day (or month) that comes before or after a given day (or month) <p style="text-align: center;">July</p> <table border="1" style="display: inline-table; margin-right: 10px;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td> </tr> <tr> <td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td> </tr> <tr> <td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td> </tr> <tr> <td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td> </tr> </tbody> </table> <p>A camp starts on July 5 and ends on July 9. How many camp days are there?</p> <p>The campers go swimming on Tuesday and Thursday. On which dates will they swim?</p> <p>How many days are in the month of July?</p> <p>What day of the week is the last day of July on this calendar?</p> <p>Assessment: have learners to read the calendar and answer the questions</p>	S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<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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Wednesday	<p>Take learners through math mental to solve the following.</p> $8 - \square = 2$ $\square + 5 = 14$ $\square - 10 = 7$ $1 + \square = 4$	<p>Let learners use the calendar to do the following:</p> <ul style="list-style-type: none"> - Name, order and count the days in a week and the months in a year. <p style="text-align: center;">November</p> <table border="1" style="display: inline-table; margin-right: 10px;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td>1</td> </tr> <tr> <td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td> </tr> <tr> <td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td> </tr> <tr> <td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td> </tr> <tr> <td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td> </tr> <tr> <td>30</td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <p>What date is the first Sunday of November?</p> <p>What day of the week is November 14?</p> <p>How many Saturdays are shown in November?</p> <p>Jenna's birthday is November 23. What day of the week is it?</p>	S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							<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>Thursday</p>	<p>Take learners through math mental to solve the following.</p> <p>$\square - 4 = 1$</p> <p>$14 - \square = 7$</p> <p>$8 + \square = 14$</p> <p>$18 - \square = 9$</p>	<p>Let learners use the calendar to do the following:</p> <p>- Name, order and count the days in a week and the months in a year.</p> <table border="1" data-bbox="662 239 850 428"> <thead> <tr> <th colspan="7">November</th> </tr> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> </tr> <tr> <td>30</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>What date is the first Sunday of November? What day of the week is November 14? How many Saturdays are shown in November? Jenna's birthday is November 23. What day of the week is it?</p>	November							S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							<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>Friday</p>	<p>Take learners through math mental to solve the following.</p> <p>$2 + \square = 7$</p> <p>$\square + 1 = 9$</p> <p>$\square - 1 = 2$</p> <p>$\square + 6 = 11$</p>	<p>Engage learners to sing rhymes on the days of week and months of the year.</p> <p>Ask learners to say the rhyme "Thirty-days has September"</p> <p>30 days has September, April, June, and November. All the rest have 31, Except for February alone, which has 28 days clear, and 29 in each leap year</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>																																																								


Week Ending			
Class	Two		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B2.5.3.1.1		
Performance Indicator	Identify the technological devices used in the community and describe their impact		
Strand	Humans and the Environment		
Sub strand	Science And Industry		
Teaching/ Learning Resources	Mobile phones, laptops, toy cars etc.		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Prior to the lesson, give learners an assignment to investigate how people communicated, travelled, sought medical care, etc. in the olden days (in the absence of modern-day technological inventions) Engage learners to communicate their findings based on the investigations.	Ask learners questions to review their understanding of the lesson. 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.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Learners name some technological devices they see in the school, at home, in the market places, hospitals, mosque, churches, bus stations, airport, etc. Present some products of technology that can be seen in the community to learners, e.g. mobile phones, computers, school bag, sewing machines and fan. Facilitate a session where learners operate some common devices such as mobile phones, laptops, toy cars etc.	Ask learners questions to review their understanding of the lesson. 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.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Let learners brainstorm to find out what will happen if there were no modern technological devices in the community Ask learners to draw a technological device that will improve their communities in future.	Ask learners questions to review their understanding of the lesson. 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.

Week Ending	
Class	Two
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page
Learning Indicator(s)	B2.5.2.1.1.
Performance Indicator	Learners can Identify the left, right mouse buttons
Strand	My Global Community
Sub strand	Introduction To Computing
Teaching/ Learning Resources	Pictures, Charts, Video Clips
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship	


DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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>Lead pupils in a class discussion to describe a computer.</p> <p>Have learners to draw a computer and color it.</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>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>Guide pupils to state the basic uses of a computer. For example;</p> <ul style="list-style-type: none"> <i>i. For learning,</i> <i>ii. For playing games,</i> <i>iii. For watching movies,</i> <i>iv. For playing music</i> <p>Guide pupils to identify the main parts of a computer and state their functions. e.g. monitor, mouse, keyboard, etc.</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 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>Learners to Identify the left, right mouse buttons.</p>  <p>Have learners to talk about the mouse and relate to them.</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 Ending			
Class	Two		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B2. 4.2.1.1:		
Performance Indicator	Learners can describe ways of promoting personal hygiene and safety in the community.		
Strand	The Family and the Community		
Sub strand	Personal Safety In The Community		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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 mention things they need in promoting personal hygiene practices: water, soap, tooth brush and tooth paste, nail cutter, etc.</p> <p>Let learners talk about things they do to show personal hygiene practices: bathing twice a day, brushing of the teeth, at least, twice daily, washing of clothes regularly, washing of hands regularly, etc.</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>

Week Ending			
Class	Two		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B2.3.2.1.1		
Performance Indicator	Describe how early trade was carried out between Ghanaians and Europeans		
Strand	My Country Ghana		
Sub strand	International Trading Including Slave Trade		
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Describe how early trade was carried out between Ghanaians and the Europeans. Organize learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold. Role play the barter trade in those items.	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.
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Guide learners to use the internet to identify countries with the items they brought that remained part of everyday Ghanaian life. e.g. the Dutch and wax prints. Name the towns that emerged on the coast as a result of European trade with Ghanaians.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class		Two	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum Page	
Learning Indicator(s)		B2.1.4.6.3 B2.1.4.7.3	
Performance Indicator		Learners to agree on guidelines for assessing and deriving meaning from own and others' displayed visual artworks	
Strand		Visual Arts	
Sub strand		Appreciating and Appraising	
Teaching/ Learning Resources		Photos, videos, art paper, colors and traditional art tools,	
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and play games to begin the lesson.	<p>Appreciating in art is the ability of people to look at a work of art and understand how the work was made.</p> <p>Explain to learners the guidelines and have them agree to it.</p> <ul style="list-style-type: none"> ➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i> ➤ The subject matter: <i>this stage talks about the meaning of the work.</i> ➤ Appraisal: <i>this stage talks of the use of the artwork.</i> ➤ Experience to share: <i>this stage talks about the design process</i> 	<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>
	Show pictures or videos to learners on the process of producing earthen ware.	<p>Using the steps in appreciating and appraisal, guide learners to write a note on a previous artwork produced or performed in class.</p> <p>E.g. making of earthenware (ayiwa)</p>  <ul style="list-style-type: none"> ➤ Description of the work: <i>the artwork is made of clay.</i> ➤ The subject matter: <i>the main idea of the artwork is to provide people with a bowl for eating.</i> ➤ Appraisal: <i>it can be sold to make income</i> ➤ Experience to share: <i>the artwork goes through about 5 processes to make.</i> 	<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 Ending			
Class	Two		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B2.2.8.1.1		
Performance Indicator	Learners can read aloud words and sentences of about four to five words using correct pronunciation.		
Strand	Reading		
Sub strand	Fluency		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Share Readers or reading books with sentences of four to five words to learners. Let learners scan through the book to look for new vocabulary. Lead learners to mention the words. Lead the class to read and call learners to read as well using correct pronunciation.	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.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Share Readers or reading books with sentences of four to five words to learners. Let learners scan through the book to look for new vocabulary. Lead learners to mention the words. Lead the class to read and call learners to read as well using correct pronunciation.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them.	Share Readers or reading books with sentences of four to five words to learners. Let learners scan through the book to look for new vocabulary. Lead learners to mention the words. Lead the class to read and call learners to read as well using correct pronunciation.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B2.2.5.2.6:		
Performance Indicator	Identify opportunities to use underhand and overhand movement (throw) patterns.		
Strand	Movement Concepts, Principles And Strategies		
Sub strand	Strategies		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>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>Guide learners to understand that underhand and overhand throw are used in games such as netball, basketball, and handball, etc. for passing and shooting.</p>  <p>The illustration shows two sequences of throw techniques. The top sequence, labeled 'Underhand throw', depicts four stages: a person holding a ball with both hands in front, the ball being lifted, the arm swinging forward, and the ball being released from the hands. The bottom sequence, labeled 'Overhand throw', depicts four stages: a person holding a ball with both hands in front, the ball being lifted high, the arm swinging back, and the ball being released from the hands.</p> <p>Organize a mini game for learners to practice the skills</p>	<p>End the lesson with a cool down.</p> <p>Let learners summarize the important points of the lesson.</p>