


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

SAMPLE LESSON NOTES-WEEK 3
BASIC FIVE

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Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 3

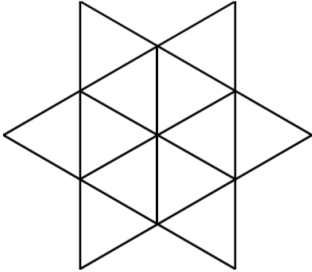
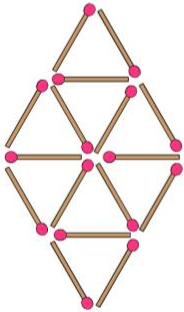
BASIC FIVE

Name of School.....

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| Week Ending | | | |
| Class | Five | | |
| Subject | ENGLISH LANGUAGE | | |
| Reference | English Language curriculum Page | | |
| Learning Indicator(s) | B5.1.3.1.1. B5.2.6.1.1. B5.3.2.1.1. B5.4.9.1.1. B5.5.3.1.1. | | |
| Performance Indicator | <p>A. Learners can respond to poems by discussing their central messages</p> <p>B. Learners can use level-appropriate content words and function words appropriately in spoken and written communication.</p> <p>C. Learners can identify and use indefinite and definite articles</p> <p>D. Learners can select a topic of choice on issues in their community, brainstorm and organize ideas before writing.</p> <p>E. Learners can identify and use nouns or noun phrases to refer to quantities or units.</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</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>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>MAN IN THE MOON CAME DOWN TOO SOON</u> The man in the moon, Came tumbling down, And asked his way to Norwich; He went by the south, And burned his mouth While supping cold plum porridge.</p> | <p>A. ORAL LANGUAGE (Poems)</p> <p>Ask learners to recite a poem of their choice with actions.</p> <p>Choose a poem appropriate for the grade level.</p> <p>Recite and act out the poem as learners listen attentively to you and observe.</p> <p>Allow some individual learners to recite as others listen.</p> <p>Lead learners to recite lines of the poem with correct stress, clapping and tapping out the rhythm.</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> |
| Tuesday | <p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>JACK A NORRY</u> I'll tell you a story About jack-a-Nory, And now my story's begun; I'll tell you another,</p> | <p>B. READING (Vocabulary Pg.96)</p> <p>Explain to learners that function words glue pieces of sentences together into long patterns. In other words they express a grammatical or structural</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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| | <p>About jack and his brother, And now my story is done.</p> | <p>relationship with other words in a sentence.</p> <p>Examples of function words are determiners, conjunctions, prepositions, auxiliary verbs, modals etc.</p> <p>Content words are words with specific meanings such as nouns, adjectives, adverbs and main verbs. e.g. The sly brown fox jumped over the lazy dog.</p> <p>In groups learners identify and work out the meanings of content words in texts read.</p> <p>Have them use these words in sentences</p> | |
| Wednesday | <p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>IF ALL THE WORLD WERE PAPER</u> If all the world were paper, And all the sea were ink, If all the trees were bread and cheese What would we have to drink?</p> | <p>C. GRAMMAR (Determiners Pg.109)</p> <p>Provide an appropriate text containing abstract, concrete nouns.</p> <p>Revise the lesson on nouns. Use the same text to introduce definite, indefinites and zero articles.</p> <p>Guide learners with examples to list the articles in the passage.</p> <p>Help learners to form sentences using the articles.</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> |
| Thursday | <p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>HICKETY PICKET, MY BLACK HEN</u> Hickety, picket, my black hen, She lays eggs for gentleman; Sometimes nine, sometimes ten, Hickety picket, my black hen.</p> | <p>D. WRITING (Writing as a Process)</p> <p>Scaffold the writing process. i. Pre-writing</p> <p>Have learners select and discuss topics of interest on issues in their community with their partners.</p> <p>Have learners use strategies such as brainstorming and mind map to generate as many ideas as possible about the topics.</p> <p>Have them organize the ideas into a writing plan using an outline, a chart or appropriate graphic organizer.</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> |
| Friday | <p>Engage learners to sing songs and recite some familiar rhymes.</p> | <p>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Naming words Pg.140)</p> | <p>Give learners task to complete whiles you go</p> |





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| | <p>Hark, hark! The dogs do bark Hark, hark! The dogs do bark The beggars are coming to town Some in rags, and some in jags, And some in velvet gowns.</p> <p>Engage learners in the “popcorn reading” game The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p> | <p>Guide learners to Identify and use nouns or noun phrases to refer to quantities or units.</p> <p>Introduce quantities and units in context. E.g. – Please, give me a piece of paper. I have a pair of trousers</p> <p><u>F.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <p>Assessment: Ask learners to write a-three-paragraph summary of the book read</p> | <p>round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p> <p>Invite individuals to present their work to the class for feedback.</p> <p>Have learners to draw parts of the story</p> |
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| Week Ending | | | |
| Class | Five | | |
| Subject | MATHEMATICS | | |
| Reference | Mathematics curriculum Page | | |
| Learning Indicator(s) | B5.1.1.2.1-2 | | |
| Performance Indicator | Recognize Roman Numerals system up to C (i.e. 100) Count and convert Hindu Arabic numbers to Roman numerals up to 100 (C) and vice versa | | |
| Strand | Number | | |
| Sub strand | Counting, Representation & Cardinality | | |
| Teaching/ Learning Resources | Roman numeral charts | | |
| Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision | | | |
| DAYS | PHASE I: 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>How many triangles can you see in this picture?</p>  | <p>Display roman numeral charts (1-50) arranged in sequential order and lead learners to identify the numerals.</p> <p>Learners identify the main characters of the roman numerals used to build the table up to 30 i.e. I, II, III, IV, V, X, L and C Call out a numeral and have learners point at it from the chart</p> <p>Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5; IX= 9, XV= 15, XXX = 30, XL = 40, LVI = 56, XCIX = 99.</p> <p>Mention some numerals randomly and have learners point at it on the chart.</p> | <p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p> |
| Tuesday | <p>Remove just 4 matches to leave 4 equilateral triangles they must be all the same size.</p>  | <p>Display roman numeral charts (1-100) arranged in sequential order and lead learners to identify the numerals.</p> <p>Learners identify the main characters of the roman numerals used to build the table up to 30 i.e. I, II, III, IV, V, X, L and C Call out a numeral and have learners point at it from the chart</p> <p>Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5;</p> | <p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p> |

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|-----------|--|--|---|---|----------|---|----------|---|---|---|---|---|--|---|---|---|---|---|--|---|---|---|---|---|--|---------|---|---|---|---|---|--|---|
| | | IX= 9, XV= 15, XXX = 30, XL = 40, LVI = 56, XCIX = 99. Mention some numerals randomly and have learners point at it on the chart. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Wednesday | <p>Start at the bottom left square and move up, down, left or right until you reach the finish.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>4</td><td>9</td><td>7</td><td>7</td><td>4</td><td>↗ Finish</td></tr> <tr><td>8</td><td>9</td><td>4</td><td>5</td><td>7</td><td></td></tr> <tr><td>6</td><td>6</td><td>4</td><td>9</td><td>9</td><td></td></tr> <tr><td>7</td><td>8</td><td>8</td><td>8</td><td>6</td><td></td></tr> <tr><td>Start ↖</td><td>5</td><td>5</td><td>6</td><td>5</td><td>5</td></tr> </table> <p>Add the numbers as you go. Can you make exactly 53 ?</p> | 4 | 9 | 7 | 7 | 4 | ↗ Finish | 8 | 9 | 4 | 5 | 7 | | 6 | 6 | 4 | 9 | 9 | | 7 | 8 | 8 | 8 | 6 | | Start ↖ | 5 | 5 | 6 | 5 | 5 | <p>Guide learners to count and convert Hindu Arabic numbers to Roman numerals up to 100 (C) and vice versa</p> <p>Paste a the roman numeral chart on the board and have learners read the chart sequentially forwards and backwards, vertically</p> <p>Invite 2/3 learners to read to the class.</p> <p>Call a Roman numeral and ask learners to write E.g. 2 Give learners a numeral in the Hindu Arabic system and have learners convert to roman numeration and vice versa for instance XXIV = 24, LX = 60, XCIV = 94, ETC.</p> | <p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p> |
| 4 | 9 | 7 | 7 | 4 | ↗ Finish | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 9 | 4 | 5 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 6 | 4 | 9 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 8 | 8 | 8 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Start ↖ | 5 | 5 | 6 | 5 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Thursday | <p>Which number should go in the empty triangle?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div> | <p>Guide learners to count and convert Hindu Arabic numbers to Roman numerals up to 100 (C) and vice versa</p> <p>Paste a the roman numeral chart on the board and have learners read the chart sequentially forwards and backwards, vertically</p> <p>Invite 2-3 learners to read to the class.</p> <p>Call a Roman numeral and ask learners to write E.g. 2 Give learners a numeral in the Hindu Arabic system and have learners convert to roman numeration and vice versa for instance XXIV = 24, LX = 60, XCIV = 94, ETC.</p> | <p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Week Ending | |
| Class | Five |
| Subject | SCIENCE |
| Reference | Science curriculum Page 18 |
| Learning Indicator(s) | B5.1.2.1.1 |
| Performance Indicator | Classify everyday materials based on their properties (soft, hard, rough, smooth, opaque, transparent and bendable) |
| Strand | Diversity Of Matter |
| Sub strand | Materials |
| Teaching/ Learning Resources | cotton wool, pieces of cloth, pieces of paper, cardboard, wood, plastics |
| 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) |
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| | <p>Have learners solve the brain teasers.</p> <p>It likes food, but water kills it. What is it?</p> <p>What's full of holes but can still hold water?</p> | <p>Learners are asked to collect and bring a variety of everyday materials from the home, school and community. Examples should include cotton wool, pieces of cloth, pieces of paper, cardboard, wood, etc.</p> <p>Learners are assisted to sort and group the materials based on texture (hard or soft), and size (big or small).</p> <p>Demonstrate by assisting learners to group materials into those that we can see through (transparent) and those that we cannot see through (opaque).</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 solve the puzzel below</p> <p>1. Find a letter that is in  but not in </p> <p>2. Find a letter that is in  but not in </p> | <p>Learners sort the materials into those that can bend and those that cannot bend.</p> <p>Learners feel and draw materials that are hard, soft, smooth, etc.</p> <p>Learners are tasked to display their drawings in class for discussion.</p> <p>Learners are assisted to 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. raffia palm is used in basketry because it can bend easily</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 Ending | | | |
| Class | Five | | |
| Subject | OUR WORLD OUR PEOPLE | | |
| Reference | OWOP curriculum Page 24 | | |
| Learning Indicator(s) | B5.1.2.1.1. | | |
| Performance Indicator | Describe changes that occur during adolescence | | |
| Strand | All About Us | | |
| Sub strand | Myself | | |
| 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>Have learners solve the puzzle below</p> <p>4. Find the letter that is in  but not in </p> <p>5. Find a letter that is in  but not in </p> | <p>Learners brainstorm on the term, Adolescence; e.g. Young people are people within the ages 10 -24 and the adolescent falls within this group.</p> <p>Adolescence is a period of transition between childhood and adulthood. It occurs between the ages of 10 and 19 years (WHO, 1968).</p> <p>Group learners in their sex groups to discuss the changes that take place in their own sex during adolescence and present to class.</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>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.</p> | <p>Guide learners to identify some physical changes in boys and girls</p> <p>e.g. breaking of voice, broadening of the chest, enlargement of testes and penis, growth of armpit, facial and pubic hair, acquisition of excess energy, acne (pimples) may develop on the face, growth in height and weight,</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 Ending | |
| Class | Five |
| Subject | RELIGIOUS & MORAL EDUCATION |
| Reference | RME curriculum Page 34 |
| Learning Indicator(s) | B5.1.1.1.2: |
| Performance Indicator | State the qualities of God that humankind should demonstrate. |
| Strand | God's Creation & Attributes |
| Sub strand | God The Creator |
| 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) |
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| | <p>Play games and sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p> | <p>Let learners mention qualities of God that humankind should demonstrate: love, patience, mercy, kindness, forgiveness, honesty, accountability etc.</p> <p>Let learners discuss among those qualities of God they should possess to make them God's children.</p> <p>Let learners, in pairs or in groups, discuss how they can use their God-given unique qualities:</p> <ul style="list-style-type: none"> - Serve God and humankind, - Protect and preserve the environment, - Live together in harmony, - Contribute to development, etc. <p>Let learners present their work for appreciation and discussion in class.</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> |

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| Week Ending | | | |
| Class | Five | | |
| Subject | HISTORY | | |
| Reference | History curriculum Page 30 | | |
| Learning Indicator(s) | B5.2.1.1.1 | | |
| Performance Indicator | Describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today. | | |
| Strand | My Country Ghana | | |
| Sub strand | The People Of Ghana | | |
| Teaching/ Learning Resources | Wall charts, wall words, poster, 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) |
| | <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>Identify the kinds of food they ate, the clothes they wore and how they travelled etc.</p> <p>Compare life today to life in ancient days. E.g. Food eaten, Clothes worn, Mode of travel, buildings Communication, Trading, Professions and Technology.</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>Produce a photo album (Tactile photo album for visually impaired) of family members including learners</p> <p>Visit ancient sites and museums</p> <p>Use videos/ documentaries /internet to highlight how life today has changed from the past</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 Ending | | | |
| Class | Five | | |
| Subject | CREATIVE ARTS | | |
| Reference | Creative Arts curriculum Page | | |
| Learning Indicator(s) | B5.1.2.2.1 B5.1.2.3.1 | | |
| Performance Indicator | Experiment with available relevant visual arts media and methods to create own visual artworks | | |
| Strand | Visual Arts | | |
| Sub strand | Planning, Making and Composing (Visual Arts) | | |
| Teaching/ Learning Resources | Photos, videos, art paper, colors and traditional art tools, other materials available in the community | | |
| Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy | | | |
| DAYS | PHASE I: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| | | <p>Guide learners to explore the local environment to select available materials and tools that are good for making artworks</p> <p>Learners to study and experiment with available materials and tools to create simple artworks.</p> <p>Discuss and share their experiences through jury and peer review.</p> <p>Use available materials in the environment to make artworks similar to the works studies</p> | |
| | | <p>Discuss and compare their artworks to the artworks studied.</p> <p>Learners are to demonstrate basic knowledge and skills in making own comprehensive designs.</p> <p>Guide learners to choice the right tools and equipment for their designs e.g. brush, scissors, knives, spray diffuser, chisel, etc.</p> | |

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| Week Ending | |
| Class | Five |
| Subject | GHANAIAN LANGUAGE |
| Reference | Ghanaian Language curriculum Page 35 |
| Learning Indicator(s) | B5.1.4.1.1-2 |
| Performance Indicator | Retell a folktale of about five scenes and discuss the moral/values of it. |
| Strand | Oral Language |
| Sub strand | Story telling |
| 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) |
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| | <p>Write words on th 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>Ask learners to say what is done in the evenings when there are no electrical gadgets around.</p> <p>Discuss answers with learners and talk about folktales.</p> <p>Tell a folktale to learners.</p> <p>Allow learners to retell the folktale.</p> <p>Allow learners to discuss the structure of, and the values/moral lessons in the folktale.</p> | <p>Ask learners questions to review their understanding of the lessson.</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 understanding of the previous lesson</p> | <p>In groups, let learners summarize the structure and values of folktales and present to the class.</p> <p>Let a learner tell a folktale and discuss key issues among themselves.</p> <p>Allow learners to recognize the characters in the folktales.</p> <p>Let learners write briefly on the characters identified.</p> | <p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p> |
| | <p>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.</p> | <p>In groups, let learners summarize the structure and values of folktales and present to the class.</p> <p>Let a learner tell a folktale and discuss key issues among themselves.</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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| | | <p>Allow learners to recognize the characters in the folktales.</p> <p>Let learners write briefly on the characters identified.</p> | |
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| Week Ending | | | |
| Class | Five | | |
| Subject | PHYSICAL EDUCATION | | |
| Reference | PE curriculum Page | | |
| Learning Indicator(s) | B5.1.4.1.3: | | |
| Performance Indicator | Roll ball using a stick through obstacles (arranged cones) | | |
| Strand | Motor Skill And Movement Patterns | | |
| Sub strand | Manipulative skills | | |
| Teaching/ Learning Resources | Cones and balls | | |
| Core Competencies: Learners personal skills and core competencies such as concentration, precision, coordination strength, balance | | | |
| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| | Learners jog within demarcated area with their hands stretched sideways to warm their body up. | <p>Arrange ten cones in a straight form and zigzag.</p> <p>Learners roll balls through in turns. As learners move, the teacher checks their movements, control of the balls with the stick and gives corrective feedback for correct mastery of skill.</p> <p>Learners are allowed to progress at their own pace during practice.</p> | <p>Organize competition for learners.</p> <p>End the lesson with cool down and use questions to summarize the lesson. Development</p> |

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| Week Ending | | | |
| Class | Five | | |
| Subject | COMPUTING | | |
| Reference | Computing curriculum Page 12 | | |
| Learning Indicator(s) | B5.1.1.1.5-7 | | |
| Performance Indicator | Identify home row keys, top row, bottom row keys, numerical pad Introduction to Windows Interface | | |
| Strand | Introduction To Computing | | |
| Sub strand | Generation Of Computers | | |
| Teaching/ Learning Resources | Pictures of telephone, mobile phone, radio, tablets, | | |
| Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy | | | |
| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| | <p>Show learners pictures or short videos on current trends of technology in the world.</p> <p>Have learners talk about the trends of technology and how they are going to apply it in their everyday lives.</p> | <p>Guide learners to type using;</p> <p>-top row keys (Q, W, E, R, and T keys for the left-hand and Y, U, I, O, and P keys for the right-hand),</p> <p>-bottom row keys (Z, X, C, V, and B keys for the left-hand and N, M, comma, period, and forward slash keys for the right-hand),</p> <p>-numerical pad (1, 2, 3, ...9. etc.)</p> <p>Guide learners to list the features of the desktop and identify its functions.</p> <p>Guide learners to recall what has been learnt in previous classes and ask leading questions, use scenarios to help learners identify the difference between the types of computers, their advantages and disadvantages.</p> | <p>Form groups and have learners to summarize the important points of the lesson.</p> <p>Learners can pose questions for clarity if they don't understand</p> |