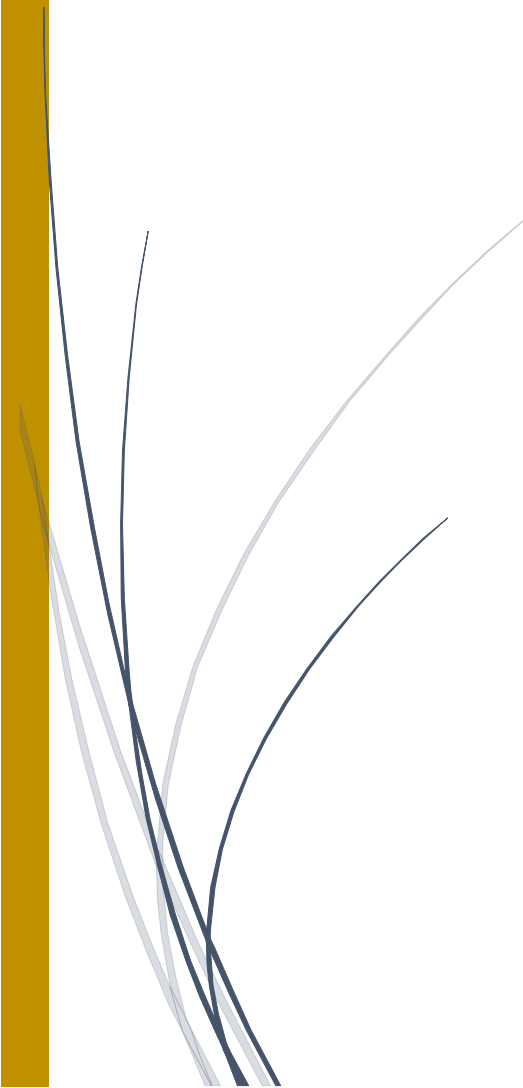


A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

**SAMPLE LESSON NOTES-WEEK 9**  
BASIC FIVE

A series of thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating an abstract, organic shape.

Fayol Inc.  
0547824419/0549566881

## SCHEME OF LEARNING- WEEK 9

### BASIC FIVE

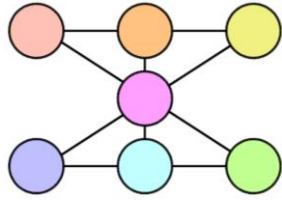
Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B5.1.10.2.2. B5.2.9.1.1. B5.3.9.1.1. B5.4.14.2.1. B5.5.9.1.2. B5.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can read aloud clearly, at a good pace and with expression</p> <p>B. Learners can read grade-level texts with good speed and accuracy</p> <p>C. Learners can use modals to express a variety of meanings:</p> <p>D. Learners can write about incidence or events of the day and make radio/TV presentations</p> <p>E. Learners can construct compound sentences correctly</p> <p>F. Learners can read a variety of age- and level appropriate books.</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards and a class library	
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE POLLY FLINDERS</u> Little Polly flinders Sat among the cinders Warming her pretty little toes! Her mother came and caught her, And whipped her little daughter, For spoiling her nice new clothes.</p>	<p><b>A. ORAL LANGUAGE</b> <i>(Presentation)</i></p> <p>Have learners listen to audio recordings of speeches or listen to news read in English.</p> <p>Learners listen to the speech in meaningful bits to guide them identify appropriate expressions as well as identify what a good pace is.</p> <p>In groups learners pick topics for their speeches. They prepare and deliver in turns. Let them deliver the speeches in about five (5) minutes each.</p> <p>Put learners in groups to plan a parallel speech and present to the class.</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 sing songs and recite familiar rhymes</p> <p><u>ONE POTATO TWO POTATOES</u> One potato, two potatoes, three potatoes ,four! Five potatoes, six potatoes, seven potatoes , more! Eight potatoes nine potatoes ten potatoes, all</p>	<p><b>B. READING</b> <i>(Fluency)</i></p> <p>Use the three-stage approach to a comprehension lesson and have learners prepare and read the text with purpose and understanding.</p> <p>Use different strategies to assist learners to come up with meaning of a text ,e.g. The Herringbone, KWL etc.</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>Engage learners to sing songs and recite familiar rhymes</p> <p><u>HEAD SHOULDERS KNEES AND TOES</u> Head shoulders knees and toes, Knees and toes</p>	<p><b>C. GRAMMAR</b> <i>(Modals)</i></p> <p><i>Auxiliary verbs are used before infinitives to add a different meaning. Examples are; can, could, would, should, ought to, will, shall, may, might and must</i></p> <p><b>ought to and must</b></p>	<p>Provide sentences and let learners identify the modals used.</p> <p><i>i. We <u>ought to</u> lock the door when we leave home.</i></p>

	<p>Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes.</p>	<p>Use <u>ought to</u> to make strong suggestions and talk about someone's duty. e.g. <i>I <u>ought to</u> get more physical exercise.</i></p> <p>Use <u>must</u> to talk about things that you have to do. e.g. <i>I <u>must</u> mail this letter today.</i></p> <p>Illicit the modals in speech and let learners practice as well. With examples, assist learners to use the modals in sentences to convey specific meanings</p>	<p>ii. You <u>ought to</u> turn off the computer when you're not using it.</p> <p>iii. You <u>ought to</u> know how to spell your own name.</p> <p>iv. You <u>must</u> speak louder. I can't hear you.</p> <p>v. Children <u>must not</u> play with matches.</p> <p>vi. Go to bed now. Oh, <u>must I</u>?</p>
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><b><u>THERE WAS A JOLLY MILLER ONCE</u></b> There was a jolly miller once Lived on the river Dee He worked and sang from morn till night, No lark as blithe as he, And this the burden of his song Forever used to be, I care for nobody, no not I, And nobody cares for me.</p>	<p><b><u>D. WRITING</u></b> (Informative Writing)</p> <p>Let learners watch TV news at home and write their own news from the pictures they see.</p> <p>Put learners into groups. Let them brainstorm and write about events of the day. Each group chooses an interesting event and writes the news to broadcast to the class.</p> <p>Let each group choose one person to present the news.</p> <p>Have learners publish their works on the internet. Help learners to organize a radio or talk show</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 play the "Board Race" game</p> <p>Divide the class into two teams and give each team a colored marker. Draw a line down the middle of the board and write a topic at the top. The learners must then write as many words related to the topic in relay. The first person will write the first word and pass the colored marker to the one next in line. Unreadable or misspelled words are not counted. The team with the highest score wins!</p> <p>Learners play "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><b><u>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</u></b> (Using Simple and Complex Sentences)</p> <p>Review the use of coordinators in sentences.</p> <p>Learners write examples of sentences containing coordinates. Let them write sentences demonstrating their knowledge in subject and predicate.</p> <p>Learners in groups write a narrative exhibiting their knowledge of subject and predicate in compound sentences.</p> <p>Guide them to edit their work and encourage them to share the final products with the class.</p> <p><b><u>F. EXTENSIVE READING</u></b></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>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>Invite individuals to present their work to the class for feedback.</p> <p>Have learners to draw parts of the story</p>

<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	<b>MATHEMATICS</b>
<b>Reference</b>	Mathematics curriculum Page 105-106
<b>Learning Indicator(s)</b>	B5.3.4.1.1 B5.3.4.2.2
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>❖ Learners can tell the position and motion of objects in space using the cardinal points.</li> <li>❖ Learners can identify images of a single transformation.</li> </ul>
<b>Strand</b>	Algebra
<b>Sub strand</b>	Geometric Reasoning
<b>Teaching/ Learning Resources</b>	Counters, bundle and loose straws
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

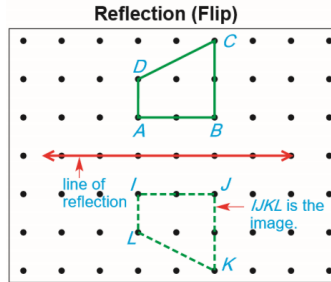
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Can you work out what number will be at the top of the pyramid?</p>	<p>Guide learners to describe the position and motion of objects from one point to another using the 4 main cardinal points: e.g. The point P is to the west of point T but to the north of the A</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>Can you make a pyramid with 100 at the top?</p>	<p>Guide learners to describe the position of places in a grid from a given location. E.g. from Kofi's house - the school is East of Kofi's house; the hospital is North of Kofi's house</p> <p>Extend the activity and let learners describe the position of their houses to the school and other site maps.</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>
Wednesday	<p>Can you put the digits 1 to 9 in a square so that every row, column and diagonal add to 15?</p>	<p>Ask learners to give directions from Kofi's house the various locations. E.g. Move 2 squares to the east and 2 squares to the north to get to the church.</p> <p>Assessment: let learners practice with more examples.</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>Can you put the numbers 1 to 7 in each circle so that the total of every line is 12?</p>	<p>In a plane, a geometric transformation moves a geometric figure to a new position in one of</p>	<p>Give learners task to complete whiles you go</p>



three ways. Each transformed figure is the image of the original figure.

Reflection (or flip)- A figure is flipped over a line of reflection so that its mirror image is formed.

Ask learners to identify images of reflections of 2D shapes in the figure.



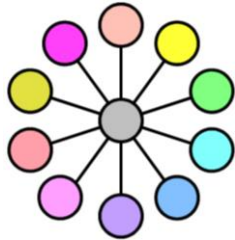
$ABCD$  is flipped over the **line of reflection** to form its mirror image. Reflection image  $IJKL \cong ABCD$ .

round to guide those who don't understand.

Give remedial learning to those who special help.

Friday

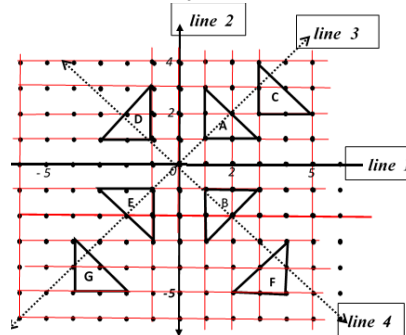
Can you put the digits 1 to 11 in the circles do that every line has the same total?



Ask learners to identify images of reflections of given 2D shapes in a given plane.




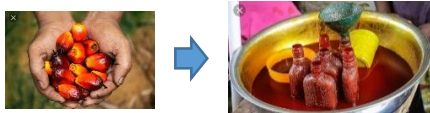
Ask learners to study the shapes and the mirror line and state which are objects and their images in the given four mirror lines.

Shape E is the image of Shape B in mirror line 2 or the line  $x = 0$ ; shape A is a reflection of shape E in the line  $y = x$ .



Give learners task to complete whiles you go round to guide those who don't understand.

Give remedial learning to those who special help.

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 31		
<b>Learning Indicator(s)</b>	B5.5.3.1.1		
<b>Performance Indicator</b>	Identify the raw materials used in some local industries		
<b>Strand</b>	Humans & The Environment		
<b>Sub strand</b>	Science and Industry		
<b>Teaching/ Learning Resources</b>	Gari, kenkey, shea butter, cooking oil, blacksmith, basketry		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson</p>	<p>Take learners to a local gari or kenkey production site or show videos of such ventures.</p>  <p>Learners observe critically and identify the raw materials used in the various industries.</p>  <p>Engage the learners in a matching activity to match some local products with their raw materials.</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>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Take learners to a local shea butter or cooking oil production site or show videos of such ventures.</p>  <p>Learners observe critically and identify the raw materials used in the various industries.</p>  <p>Engage the learners in a matching activity to match some local products with their raw materials.</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>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 40		
<b>Learning Indicator(s)</b>	B5.4.4.1.1		
<b>Performance Indicator</b>	Participate in transplanting seedlings		
<b>Strand</b>	Our Nation Ghana		
<b>Sub strand</b>	Farming In Ghana		
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition	Let learners prepare plant house or garden boxes or garden beds for transplanting.  Fill them with fertile soil or plant medium; make holes at correct spacing and water ready for seedlings.  Ensure that seedlings are ready for transplanting. Water seedlings before transplanting.	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.
	Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.  The students must come up with questions in which the answer could be the object on the board.	Use the right tools e.g. hand trowel to lift seedlings from seedbed, use dibber to make holes at the right depth.  Visit transplanted seedlings daily to record number of leaves and height (growth) of transplanted seedlings. Use record to write weekly report.	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.

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B5 5.2.1.1:		
<b>Performance Indicator</b>	Discuss the importance of being a responsible member of the family.		
<b>Strand</b>	The Family, Authority & Obedience		
<b>Sub strand</b>	Roles Relationship in the family & Character Formation		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<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>Assist learners to explain a responsible person in the family.</p> <p>Let learners describe attitudes and behaviors that show that a person is responsible.</p> <p>Ask learners to describe a responsible family member:</p> <ul style="list-style-type: none"> <li>- show commitment in family taking activities,</li> <li>- obedience to elders of the family,</li> <li>- respect for family members,</li> <li>- accepting responsibility (performing assigned duties),</li> <li>- taking initiatives,</li> <li>- helping needy relatives, etc.</li> </ul>	<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>



<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 38		
<b>Learning Indicator(s)</b>	B5.5.3.1.1		
<b>Performance Indicator</b>	Explain why people were unhappy in the country after the Second World War		
<b>Strand</b>	Journey to Independence		
<b>Sub strand</b>	The 1948 Riots		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Put students into pairs and hand out a wad of sticky notes to each pair. They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers. The learner who guess right wins	Show and discuss a documentary on the general state of affairs after the Second World War. –failure to honor the promises to the ex-servicemen, lack of adequate housing and high cost of imported goods etc.  Discuss with learners when the when was the Second World War fought and highlights in the documentary.	Ask learners series of questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task
	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	Learners to elaborate on what promises were made to the Gold Coast soldiers who fought in the war  Discuss with learners why were people unhappy after the war?  Discuss how government handled their grievances at the time.	Ask learners series of questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B5.1.1.1 B5.2.1.1		
<b>Performance Indicator</b>	Learners can make artworks created by Ghanaians and other Africans		
<b>Strand</b>	Visual Arts & Performing Arts		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Learners to sing songs and play games to get them ready for the lesson</p> <p>Show pictures of visual artworks to learners for them to observe and talk about them</p>	<p>In our last visual arts lesson, we learnt how to make a recycled cardboard guitar using materials in the local community.</p> <p>Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make a recycled cardboard guitar.</p> <p>Demonstrate and guide learners to make a simple recycled cardboard guitar.</p> <p>Allow learners to practice in groups following the steps provided</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</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>In our last performing arts lesson, we learnt how to create our own dance moves based on the Bamaaya dance.</p> <p>Learners assumed the roles of drummers, flute players, singers, as well as the dancers</p> <p>Guide learners to determine the style and plan the dance.</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>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>GHANAIA N LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 56		
<b>Learning Indicator(s)</b>	B5.5.5.1.1-3		
<b>Performance Indicator</b>	Learners can recognize and use other postpositions in sentences.		
<b>Strand</b>	Writing Conventions/ Usage		
<b>Sub strand</b>	Use Of Postpositions		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Put learners into groups.</p> <p>Have learners fine words for each of the alphabets letters on the topic.</p> <p>The group with the most words wins.</p>	<p>Let learners explore a poem.</p> <p>Illustrate by putting an object above, below, etc. for learners to discuss where the object is.</p> <p>Use postpositions to write phrases and sentences.</p> <p>Guide learners to read the phrases and sentences as a group.</p> <p>Guide learners to explore the use of other postpositions such as below and under in sentences.</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>Engage learners to sing songs and recite rhymes.</p> <p><b>"Itsy Bitsy Spider"</b> The itsy bitsy spider crawled up the water spout. Down came the rain, and washed the spider out. Out came the sun, and dried up all the rain and the itsy bitsy spider went up the spout again"</p>	<p>Use postpositions to write phrases and sentences on the board.</p> <p>Let learners read the sentences as a group and in pairs.</p> <p>Let learners recognize postpositions in sentences.</p> <p>Let learners form sentences using the postpositions.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</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>Write phrases and sentences leaving out the postpositions.</p> <p>Let learners fill them with the correct postpositions.</p> <p>Help learners to demonstrate the use of postpositions such as below and under in context.</p> <p>Let learners form sentences using the postpositions discussed.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 65		
<b>Learning Indicator(s)</b>	B5.4.2.4.3		
<b>Performance Indicator</b>	Explain why dehydration impairs temperature regulation and physical and mental performance.		
<b>Strand</b>	Physical Fitness Concepts, Principles And Strategies		
<b>Sub strand</b>	Body Composition		
<b>Teaching/ Learning Resources</b>	Pictures and Videos		
<b>Core Competencies:</b> Learners develop knowledge on dehydration and physical performance as well as speaking and listening			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson.</p>	<p>The body is made of 75% water. Water lubricates our joints and keeps the body temperature in check by releasing unwanted heat through sweat.</p> <p>The brain cell is composed mostly of water and the lack of it causes imbalance in the functioning of the brain.</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>Ask learners to summarize what they have learnt.</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>COMPUTING</b>		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B5.6.8.1.1-4		
<b>Performance Indicator</b>	Describe the purpose and Identify components of Internet of Things.		
<b>Strand</b>	Internet And Social Media		
<b>Sub strand</b>	Internet of Things		
<b>Teaching/ Learning Resources</b>	Computer sets, modem and Pictures.		
<b>Core Competencies:</b> Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson.</p> <p>Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson</p>	<p>Guide learners to discuss the IoT in groups.</p> <p>Guide learners to give, explore and present in class examples of Internet of Things with a consumer part and an industrial/business segment.</p> <p>Guide learners to explore the components of the Internet of Things. e.g. Hardware, Data, Software and Connectivity.</p> <p>Guide learners to the explore the role of smart sensors in the Internet of Things e.g. Sensing and data collection capability such as climatic change (e.g. Electronic Doors, RFID, CCTV camera, etc.), define at least five terms and acronyms of IoT.</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>