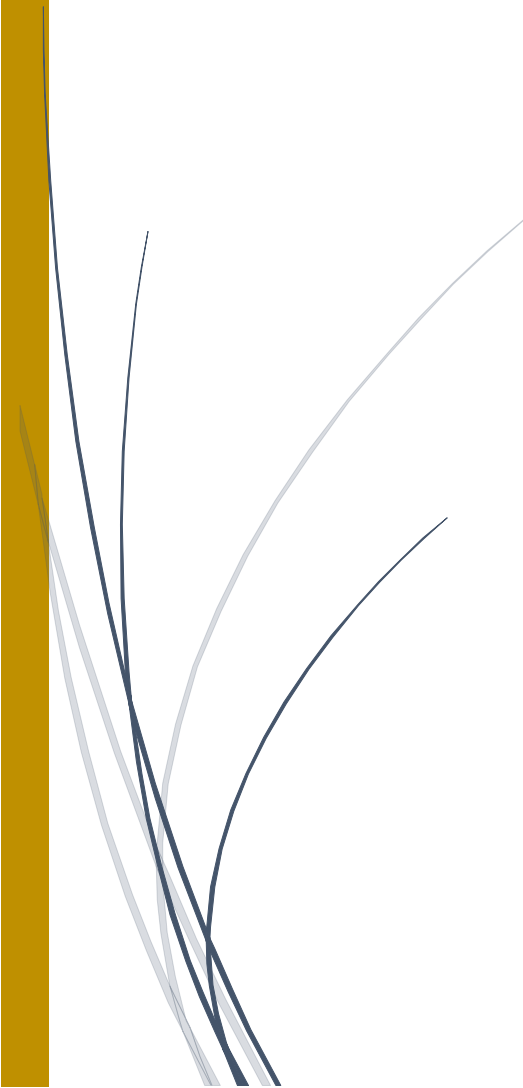


A thick vertical gold bar is on the left side of the page. A yellow arrow points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 2
BASIC FIVE

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

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 2

BASIC FIVE

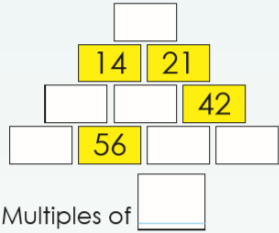
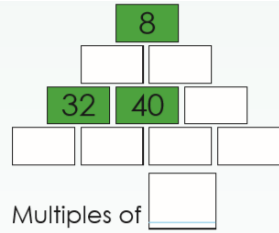
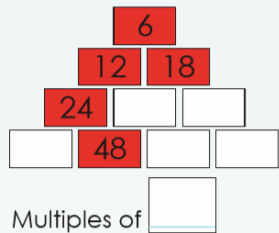
Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.1.1.2. B5.2.3.1.1. B5.3.1.1.2. B5.4.3.1.1. B5.5.2.1.1. B5.6.1.1.1	
Performance Indicator		<p>Learners can relate values in songs to real life experiences</p> <p>Learners can use common minimal pairs to decode words. e.g. – sash, wash</p> <p>Learners can identify and use: – proper nouns</p> <p>Learners can choose appropriate ways and modes of writing for a variety of purposes</p> <p>Learners can use punctuations: - (the comma) to write an address</p> <p>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. <u>ORAL LANGUAGE</u> (Songs Pg.71)</p> <p>Have learners sing familiar songs as in the previous lesson.</p> <p>Lead learners to discuss the song and have them bring out the meaning.</p> <p>In groups, learners discuss the values in the song, e.g. truthfulness, patience, etc. and relate the values to real life situations.</p> <p>Have groups share their ideas with the class in the form of presentations.</p> <p>Write salient responses on the chalkboard.</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, About jack and his brother,</p>	<p>B. <u>READING</u> (Word Families and Common Digraphs Pg.93)</p> <p>Give examples of minimal pairs, e.g. watch, catch</p> <p>In groups let learners come up 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>

	<p>And now my story is done.</p>	<p>Identify specific spelling patterns e.g. sh- fish, dish, sash, wash th – both, tooth</p> <p>Drill learners on pronunciation of words.</p> <p>Learners read the words containing minimal pairs, e.g. church, search, perch, fetch.</p> <p>Work together with learners to write simple sentences with the minimal pairs.</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 (Nouns Pg.105)</p> <p>Introduce the concept in context. E.g. Christmas is coming. The people of Ga celebrate Homowo.</p> <p>In pairs have learners give more examples of festivals and write them as proper nouns.</p> <p>Briefly discuss what common nouns are, giving and eliciting several examples.</p> <p>Use several examples to explain and exemplify count and non-count nouns and provide activities for practice.</p> <p>Introduce singular and plural nouns in context. e.g. I need a table. Can you give me one of these tables? This child looks sick, but those children look healthy.</p> <p>Have learners read the sentences and observe the underlined words.</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 (Paragraph Development Pg.122)</p> <p>Put learners into small groups and assign each group a mode of writing.</p> <p>Have learners study the sample text.</p> <p>Guide them through appropriate questions to identify the: i. Mode of writing/types of essay ii. Purpose iii. Audience</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>

		Jumble the paragraphs and have learners in groups re-arrange the paragraphs into a coherent piece.	
Friday	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <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>E. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Punctuation Pg. 139)</p> <p>Revise the use of the comma before and after “Yes” and “No” in sentences; after addressing a person, e.g. Kofi, can you help me?</p> <p>Introduce the use of the comma to write an address, and the apostrophe in contraction in context.</p> <p>Provide sample sentences/texts for learners to identify the target punctuations.</p> <p>Have learners practice using the comma to write an address, and the apostrophe in contraction. Give pairs of learners unpunctuated sentences/texts to punctuate.</p> <p>F. <u>EXTENSIVE READING</u> 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 whiles you go 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>

Week Ending																											
Class	Five																										
Subject	MATHEMATICS																										
Reference	Mathematics curriculum Page 58																										
Learning Indicator(s)	B5.1.1.1.4 -5																										
Performance Indicator	Compare and order whole numbers up to 100,000 and represent the comparison using ">, <, or =" B5.1.1.1.5 Round (off, up, down) whole numbers up to 100,000 to the nearest ten thousands, thousands, hundreds and tens																										
Strand	Number																										
Sub strand	Counting, Representation & Cardinality																										
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, patterns made from Manila cards, Bundle of stick																										
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision																											
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)																								
Monday	Have learners to complete the table. <table border="1" style="display: inline-table; margin-left: 20px;"> <tr><td>x</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	x	1	2	3	4	5	2						Guide Learners to identify numbers which are 10,000 more or 10,000 less than a given six-digit number. E.g. 122,400 is 1,000 less than 133,400 Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 10,000 taking into consideration the place value of each digit in the given number. E.g. 251200 = 251,200; 132,734 > 132,635	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.												
x	1	2	3	4	5																						
2																											
Tuesday	Have learners to complete the table. <table border="1" style="display: inline-table; margin-left: 20px;"> <tr><td>x</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td></td><td></td><td></td><td></td><td></td></tr> </table> <table border="1" style="display: inline-table; margin-left: 20px;"> <tr><td>x</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	x	1	2	3	4	5	6						x	1	2	3	4	5	4						Guide Learners to identify numbers which are 10,000 more or 10,000 less than a given six-digit number. E.g. 122,400 is 1,000 less than 133,400 Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 10,000 taking into consideration the place value of each digit in the given number. E.g. 251200 = 251,200; 132,734 > 132,635	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
x	1	2	3	4	5																						
6																											
x	1	2	3	4	5																						
4																											
Wednesday	Have learners to complete the multiple pattern.	Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. 1020,1025, 2673,2873	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.																								

	 <p>Multiples of <input type="text"/></p>	<p>Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers.</p> <p>For instance 1022345 and 1022534; 1022345 is less than (smaller than) than 1022534 or 1022534 is bigger than (greater than) 1022345, or 1022345 is almost 200 less than 1022534 etc.</p>																					
Thursday	<p>Have learners to complete the multiple pattern.</p>  <p>Multiples of <input type="text"/></p>	<p>Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. 1020, 1025, 2673, 2873</p> <p>Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers.</p> <p>For instance 1022345 and 1022534; 1022345 is less than (smaller than) than 1022534 or 1022534 is bigger than (greater than) 1022345, or 1022345 is almost 200 less than 1022534 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>																				
Friday	<p>Have learners to complete the multiple pattern.</p>  <p>Multiples of <input type="text"/></p>	<p>Learners round off numbers to the nearest 10,000, 1000 and 100. For instance; 129,500 is approximately 130,000 and 19100 as approximately 19,000</p> <p>Learners round up and round down to estimate sums and differences</p> <table border="1" data-bbox="673 1260 1055 1375"> <thead> <tr> <th></th> <th>Round up</th> <th>Round down</th> <th>Round off</th> </tr> </thead> <tbody> <tr> <td>214765</td> <td></td> <td></td> <td></td> </tr> <tr> <td>to the nearest ten</td> <td>214770</td> <td>214760</td> <td>214770</td> </tr> <tr> <td>to the nearest hundred</td> <td>214800</td> <td>214700</td> <td>214800</td> </tr> <tr> <td>to the nearest thousand</td> <td>215000</td> <td>214000</td> <td>215000</td> </tr> </tbody> </table>		Round up	Round down	Round off	214765				to the nearest ten	214770	214760	214770	to the nearest hundred	214800	214700	214800	to the nearest thousand	215000	214000	215000	<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>
	Round up	Round down	Round off																				
214765																							
to the nearest ten	214770	214760	214770																				
to the nearest hundred	214800	214700	214800																				
to the nearest thousand	215000	214000	215000																				

Week Ending	
Class	Five
Subject	SCIENCE
Reference	Science curriculum Page 18
Learning Indicator(s)	B5.1.1.2.1
Performance Indicator	Compare the differences among things that are living, dead and things that have never been alive
Strand	Diversity Of Matter
Sub strand	Living and Non Living Things
Teaching/ Learning Resources	Pictures of Plants and animals in the environment , plastics videos paper, metal woods pencil

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)
	<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>Assemble living things (e.g. plants, insects, etc.), non-living things (e.g. firewood, pencils, paper, etc.) and things that have never lived (rocks, soil, water, etc.) for class activities.</p> <p>Learners observe and comment on the samples.</p> <p>Learners, in an activity, classify the provided specimen as (1) Things that are alive (2) Once alive or (3) Never been alive.</p> <p>Learners are guided to compare the differences among things that are alive, once alive or never been alive.</p> <p>Learners explain why they (learners) are classified as living things</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>Learners, in an activity, classify the provided specimen as (1) Things that are alive (2) Once alive or (3) Never been alive.</p> <p>Learners are guided to compare the differences among things that are alive, once alive or never been alive.</p> <p>Learners explain why they (learners) are classified as living things</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 23		
Learning Indicator(s)	B5.1.1.1.1		
Performance Indicator	Learners can explain that human beings are unique compared to other creatures.		
Strand	All About Us		
Sub strand	Nature of God		
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>Learners recall and retell stories about Creation. They talk about the nature of God as the Creator, the all-knowing, powerful and creator of all things.</p> <p>Learners look at themselves, pictures of different human beings, and animals and reflect on how they are different from animals and present their findings to the class for discussion.</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>Learners in groups reflect and make a poster on the characteristics of human beings that make them different from other creatures</p> <p>Example: - Having a unique personality - Ability to be creative and think rationally. - Ability to communicate and collaborate. - Ability to exercise judgment and make choices between right and wrong, ability to learn.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

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)
	<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>

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>

Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page 64		
Learning Indicator(s)	B5 2.1.1.1		
Performance Indicator	Explore and study some compositions and performances of Ghanaian and performing artists living in Africa		
Strand	Performing Arts		
Sub strand	Thinking and Exploring Ideas (Performing 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 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>Learners are to study the compositions and performances of Ghanaian and other African performing artists (e.g. Chinua Achebe)</p> <p>Guide learners to gather information through OERs: library studies, internet surfing recorded videos, etc. For example, 'Things fall Apart' by Chinua Achebe.</p> <p>Engage learners to discuss the compositions and performances of selected artists and find out how their works reflect the history and culture of Africans.</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>Learners are to study the compositions and performances of Ghanaian and other African performing artists (e.g. Chinua Achebe)</p> <p>Let learners write a brief about Chinua Achebe using the following guidelines:</p> <ul style="list-style-type: none"> - Name - Country of origin - Training - Type of compositions and performances - Title of some works - Style. 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending	
Class	Five
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page 34
Learning Indicator(s)	B5.1.3.1.1- 2
Performance Indicator	Explore a poem of about six to seven lines correctly.
Strand	Oral Language/Extensive Reading
Sub strand	Songs / Reading Texts, And Short Stories
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)
	Engage learners to sing songs and recite rhymes to prepare them for the lesson. Play games with learners	Ask a learner to explore a poem and listen to a poem accompanied by audio. Let the learners perform the gestures that accompany the poems. Explore a poem for learners to listen. Lead learners to explore poems correctly.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Split learners into 2 teams. Taking turns, learners from each team come up and chose a vocabulary word. Learners to draw something on the board while only their tries to guess the word	Let learners listen to a poem recital. Read a poem and discuss key issues in the poem. Let learners explore poems they know. Lead learners to recognize the key words in the poem they explore. Put learners into groups and let the groups discuss the key issues and present to the class.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Have learners share what is going on in their lives. You and your learners can talk about plans for the weekend.	Allow a learner to explore a poem for the whole class to listen. Allow learners to write down what they think about the poem and let them discuss. In groups, help learners to discuss the theme of the poem.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 57		
Learning Indicator(s)	B5.1.3.1.2:		
Performance Indicator	Skip and leap continuously		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop personal skills and competencies such as skipping and leaping, concentration, precision, coordination strength, cardiorespiratory endurance			
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>Learners bend their knees, push against the ground to skip and leap as many times as they can at their own pace in a demarcated area.</p> <p>Learners practice the activities as individuals and in groups at their own pace.</p> <p>Organize competition for learners in groups.</p> <p>End the lesson with cool down and use questions to summarize the lesson</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>

Week Ending	
Class	Five
Subject	COMPUTING
Reference	Computing curriculum Page 11-12
Learning Indicator(s)	B5.1.1.1.4-5
Performance Indicator	Learners can perform some basic mousing and keyboarding skills
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>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 learners to Identify the left, right mouse button,</p> <p>Demonstrate the holding of mouse, performing single, double and triple clicking, dragging object and using the scroll wheel</p> <p>Guide learners to master the use of mouse through practical sessions and games.</p> <p>Guide learners to type using 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), 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), numerical pad (1, 2, 3, ...9. etc.)</p> <p>Guide learners to type short paragraphs Word Processor or typing tutorial (e.g. Mavis Beacon) to improve typing speed</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>