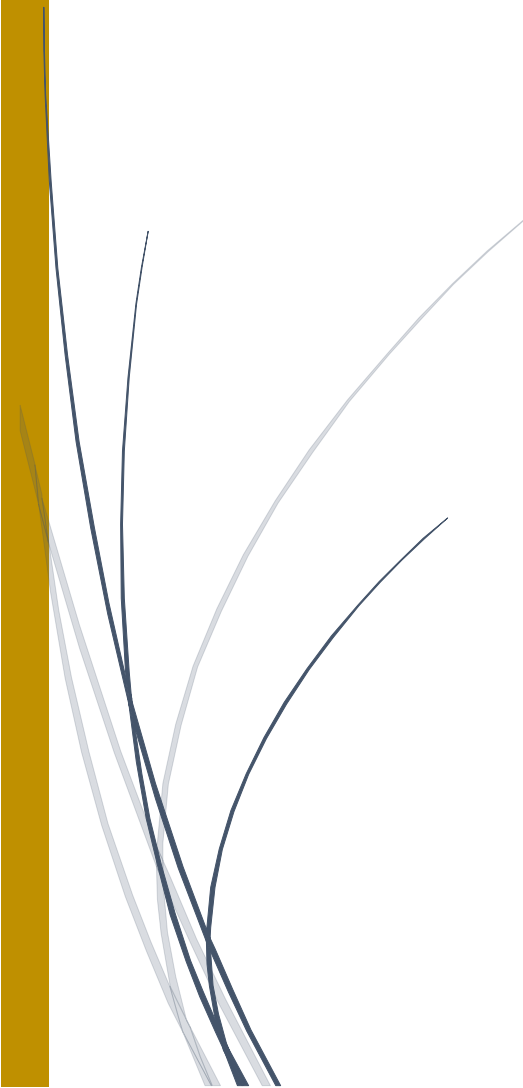


A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 10
BASIC FOUR

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

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 10

BASIC FOUR

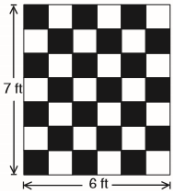

Name of School.....

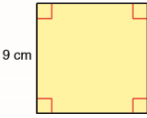

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.10.3.1-3 B4.2.9.1.1. B4.3.8.1.1. B4.4.15.1.1. B4.5.10.1.1.	
Performance Indicator		<p>A. Learners can gather and select facts and ideas from one or multiple print and/ or non-print sources</p> <p>B. Learners can read grade- level texts at good pace, with accuracy and expression</p> <p>C. Learners can identify and use simple conjunctions</p> <p>D. Learners can write to friends about personal experiences using appropriate letter formats</p> <p>E. Learners can use invented spelling to increase fluency and free writing</p> <p>F. Learners can read a variety of age-and level appropriate books and present a-two-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 rhymes</p> <p>Ding dong bell. Pussy's at the well. Who took her there? Little Johnny Hare. Who'll bring her in? Little Tommy Thin. What a jolly boy was that To get some milk for pussy cat, Who ne'er did any harm? But played with the mice in his father's barn</p>	<p>A. ORAL LANGUAGE (Presentation)</p> <p>Using a model speech which must be provided by the teacher, guide learners to identify:</p> <p>i. the purpose of the speech; ii. the audience; iii. the goals set in the context of assigned topics.</p> <p>Guide learners to select interesting topics they want to talk about.</p> <p>Put them into groups and have each group choose a topic.</p> <p>Guide learners to gather ideas from their readers and/or online resources</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 rhymes</p> <p>Row, Row, Row Your Boat" Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.</p>	<p>B. READING (Fluency)</p> <p>Take learners through pre-reading, while-reading and after-reading activities.</p> <p>In cases where text books are not available, teacher should use carefully selected grade-level appropriate texts.</p> <p>As learners listen and follow in their books, read a paragraph or two aloud</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>at a good pace, with accuracy and expression.</p> <p>Have individuals take turns to practice reading aloud at a good pace, with accuracy and expression.</p>	
Wednesday	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Round and Round the Garden</u> Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.</p>	<p>C. GRAMMAR <i>(Conjunctions)</i></p> <p>Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but.</p> <p>The conjunctions so and so that are used to tell what the purpose of something is. They are called conjunctions of purpose</p> <p>Introduce so and so that in context. e.g.: i. Let's write down the address so we don't forget it. ii. We left early so that we wouldn't be late.</p> <p>Guide learners to discover the functions of these conjunctions.</p> <p>Have them practice using these conjunctions in their own sentences.</p> <p>Provide a passage and have learners identify the conjunctions in the passage.</p>	<p>Have learners underline the conjunctions in the following sentences.</p> <p>i. I sat down because I was feeling tired.</p> <p>ii. Because we arrived late, we missed the beginning of the play.</p> <p>iii. I took an apple since it was the only fruit in the bowl.</p> <p>iv. Since you have finished your homework, you can help me make dinner</p>
Thursday	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Sea shells</u> She sells seashells by the seashore The shells she sells are surely seashells So if she sells shells on the seashore, I am sure she sell seashore shells</p>	<p>D. WRITING <i>(letter writing)</i></p> <p>Present samples of friendly letters to learners.</p> <p>Let learners read samples in groups and identify important features of friendly letters.</p> <p>Discuss these features with learners.</p> <p>Each group writes a friendly letter (about their personal experiences) showing the important features.</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 sing songs and recite rhymes</p> <p><u>Tooting tutors</u> A tutor who tooted a flute Tried to tutor two tooters to toot Said the two to their tutor, Is it harder to toot or To tutor two tooters to toot?</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Spelling)</i></p> <p>Let learners spell given words with invented spellings.</p> <p>Each group tries to write the correct spelling. The group to get the highest number of words spelt correctly is regarded as the Spelling Champion for the work.</p> <p>Give learners the meanings of words to identify and spell the words.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

	<p>Engage learners in the “popcorn reading” game</p> <p>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>F. <u>EXTENSIVE READING</u></p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers.</p> <p>Ask each learner to write a-two-paragraph summary of the book read.</p>	<p>Have learners present a-two-paragraph summary of the book read</p> <p>Invite individuals to present their work to the class for feedback</p>
--	---	---	---

Week Ending	
Class	Four
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 42
Learning Indicator(s)	B4.3.3.2.4 B4.3.3.2.5
Performance Indicator	Learners can develop and apply a formula for determining area of a rectangle and square
Strand	Geometry And Measurement
Sub strand	Measurement- (Perimeter and Area)
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	Engage learners to sing songs and recite rhymes Tooting tutors A tutor who tooted a flute Tried to tutor two tooters to toot Said the two to their tutor, Is it harder to toot or To tutor two tooters to toot?	Guide learners to explain area as the number of square units needed to cover a flat surface.  To find the area, use the area formula for a rectangle. area = length × width $A = 7 \times 6$ $A = 42 \text{ square feet (sq ft) or } 42 \text{ ft}^2$ The area of the floor is 42 ft ² . Assessment: Let learners practice with more examples	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.
Tuesday	Engage learners to sing songs and recite rhymes Sleet slitters I slit a sheet, a sheet I slit And on a slitted sheet I sit I slit a sheet, a sheet I sit. The sheet I slit, that sheet was it	Have learners use their knowledge in the Area to solve word problems. e.g. A football field is 120yd long (including the end zones) and about 55yd wide. About what is the area of a football field.  Area = length x width Area = l x w $A = 120\text{yd} \times 55\text{yd}$ $A = 6,600\text{yd}^2$ Assessment: Let learners practice with more examples	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who may need special help.

<p>Wednesday</p>	<p>Engage learners to sing songs and recite rhymes Pease Porridge Hot Pease porridge hot. Pease porridge cold, Pease porridge in the pot, nine days old: Some like it hot, some like it cold Some like it in the pot, nine days old.</p>	<p>Guide learners to apply a formula for determining area of a square.</p> <p>You can also use a formula to find the area of a square. Example;</p>  <p>area = side × side $A = s \times s$ ← formula for the area of a square $A = 9 \times 9$ $A = 81$ square centimeters (sq cm) or 81 cm^2</p> <p>Learners to know the other square units for measuring Area</p> <table border="1" data-bbox="678 514 1091 663"> <thead> <tr> <th colspan="2">Other Square Units for Measuring Area</th> </tr> <tr> <th>Customary Units</th> <th>Metric Units</th> </tr> </thead> <tbody> <tr> <td>square inch, sq in., in.²</td> <td>square millimeter, sq mm, mm²</td> </tr> <tr> <td>square yard, sq yd, yd²</td> <td>square decimeter, sq dm, dm²</td> </tr> <tr> <td>square mile, sq mi, mi²</td> <td>square meter, sq m, m²</td> </tr> <tr> <td></td> <td>square kilometer, sq km, km²</td> </tr> </tbody> </table>	Other Square Units for Measuring Area		Customary Units	Metric Units	square inch, sq in., in. ²	square millimeter, sq mm, mm ²	square yard, sq yd, yd ²	square decimeter, sq dm, dm ²	square mile, sq mi, mi ²	square meter, sq m, m ²		square kilometer, sq km, km ²	<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 may need special help.</p>
Other Square Units for Measuring Area															
Customary Units	Metric Units														
square inch, sq in., in. ²	square millimeter, sq mm, mm ²														
square yard, sq yd, yd ²	square decimeter, sq dm, dm ²														
square mile, sq mi, mi ²	square meter, sq m, m ²														
	square kilometer, sq km, km ²														
<p>Thursday</p>	<p>Engage learners to sing songs and recite rhymes "Itsy Bitsy Spider" 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>Have learners use their knowledge in the Area to solve word problems</p> <p>Example: A Baseball field is a square that 90ft along each side, or base line. What is its Area?</p>  <p>Area = side × side Area = s × s $A = 90\text{ft} \times 90\text{ft}$ $A = 8100\text{ft}^2$</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 may need special help.</p>												
<p>Friday</p>	<p>Engage learners to sing songs and recite rhymes "It's Raining, It's Pouring" It's raining: it's pouring. The old man is snoring. He bumped his head on the top of the bed, And couldn't get up in the morning.</p>	<p>Guide learners to construct different rectangles for a given area.</p> <p>E.g. Given an area of say 24cm^2, Have learners to draw about three different rectangles for the same area. Combinations may include $(6\text{cm} \times 4\text{cm}; 8\text{cm} \times 3\text{cm}; 12\text{cm} \times 2\text{cm}, \text{etc.})$</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 may need special help.</p>												

Week Ending			
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page 14		
Learning Indicator(s)	B4.5.2.1.2.		
Performance Indicator	Demonstrate understanding of the causes, symptoms and prevention of food-borne diseases		
Strand	Humans And The Environment		
Sub strand	Diseases		
Teaching/ Learning Resources	Pictures and videos depicting food-borne diseases and measles.		
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>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>In pairs, learners give examples of food-borne diseases in their localities, i.e. cholera, diarrhea.</p> <p>Learners predict what will happen when someone contracts a cholera or diarrhea.</p> <p>Evaluate learners by asking them to prepare posters on the prevention and control of cholera or diarrhea.</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 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</p>	<p>In pairs, learners give examples of food-borne diseases in their localities, i.e. typhoid fever</p> <p>Learners predict what will happen when someone contracts a typhoid fever.</p> <p>Evaluate learners by asking them to prepare posters on the prevention and control of typhoid fever.</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	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 20		
Learning Indicator(s)	B4.4.4.1.1.		
Performance Indicator	Prepare nursery beds nurse seeds, transplant seedlings and maintain small gardens		
Strand	Our Nation Ghana		
Sub strand	Farming In Ghana		
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>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>Let learners use the opportunity to learn good agricultural practices such as: Using the right tools in preparing nursery beds/bags.</p> <p>Have learners Fill nursery beds/boxes/poly bags with fertile soil in preparation for nursing seeds.</p> <p>Let learners nurse the seeds in the soil at the required depth and water them.</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 introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition.</p>	<p>Let learners use the opportunity to learn good agricultural practices such as: Using the right tools in preparing nursery beds/bags.</p> <p>Have learners Fill nursery beds/boxes/poly bags with fertile soil in preparation for nursing seeds.</p> <p>Let learners nurse the seeds in the soil at the required depth and water them.</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	Four		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 32		
Learning Indicator(s)	B4.5.2.1.1:		
Performance Indicator	Discuss the importance of being a committed member of the family.		
Strand	The Family, Authority and Obedience		
Sub strand	Roles Relationship in the Family and Character Formation		
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>Display an image on the board (relating to the topic) but cover it up. Every time a student answers a question then show a little bit of the image.</p> <p>The first person to guess the correct image wins.</p>	<p>Assist learners to explain who a committed person is.</p> <p>Let learners mention behaviors that show that a person is committed.</p> <p>Ask learners to describe a committed family member. A person who:</p> <ul style="list-style-type: none"> - takes part in family activities, - is obedient to elders of the family, - respects other family members, - accepts responsibility (performing assigned duties), - takes initiatives, - helps needy relatives, etc. 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>

Week Ending			
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page 28		
Learning Indicator(s)	B4.6.1.1.1.		
Performance Indicator	Learners can explore the limitations on Ghana's independence.		
Strand	Independent Ghana		
Sub strand	The Republics		
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)
	<p>Put students into pairs and hand out a wad of sticky notes to each pair.</p> <p>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.</p> <p>The learner who guess right wins</p>	<p>Discuss with learners the limitations on Ghana's independence up to June 1960</p> <p><i>Before Ghana gained her independence in 1957, the British monarchy remained head of state, and Ghana shared its sovereign with the other commonwealth realm. The monarchs constitutional roles were mostly delegated to the governor-general of ghana..</i></p> <p>Learners to use the internet identify the positions controlled by British officials up to June 1960.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson</p>
	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson</p>	<p>Discuss with learners the limitations on Ghana's independence up to June 1960</p> <p><i>A constitutional referendum was held in ghana on 27 April 1960. The main issue was a change in the country's status from a constitutional monarchy with Elizabeth II as head of state, to a republic with a presidential system of government.</i></p> <p>Learners to use the internet identify the positions controlled by British officials up to June 1960.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson</p>

Week Ending	
Class	Four
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum
Learning Indicator(s)	B4.1.2.2 B4.1.2.3
Performance Indicator	Learners to create own artworks using available arts media and methods to express own views
Strand	Visual Arts & Performing Arts
Sub strand	Planning, Making and Composing
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

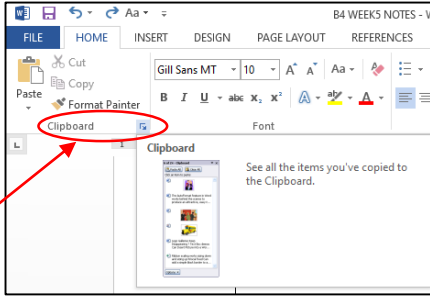
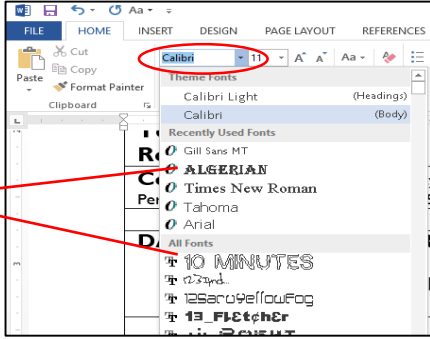
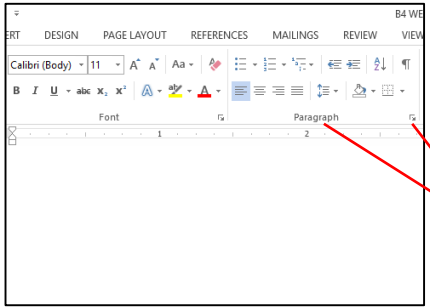
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Activate the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> 	<p>Engage learners to make a simple beadwork using materials in the local community.</p> <p>Learners gather materials and tools available in their community.</p> <p>Demonstrate and guide learners to make a simple beadwork.</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>Show learners a video or pictures of the dance you want to teach.</p> 	<p>In our last performing arts lesson, we learnt how to create our own dance moves.</p> <p>Guide learners to pick a piece of music for the dance. e.g. Adowa dance</p> <p>Guide learners to determine the style and plan for the dance. Show learners a video or pictures of the dance.</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>

Week Ending			
Class	Four		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 30		
Learning Indicator(s)	B4.5.7.1.1-3		
Performance Indicator	Learners can fill in missing words from a short passage.		
Strand	Writing Convention And Grammar Usage		
Sub strand	Integrating Grammar In Written Language (Spelling)		
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 Ding dong bell. Pussy's at the well. Who took her there? Little Johnny Hare. Who'll bring her in? Little Tommy Thin. What a jolly boy was that To get some milk for pussy cat, Who ne'er did any harm? But played with the mice in his father's barn	Introduce learners to vocabulary words in a passage. Help learners to write seven and eight letter words correctly. Write some words on the board and lead learners to mention the words. Let learners mention and spell the words as a group. Call learners to mention the words individually. Introduce learners to words that have missing letters. Let students to fill in missing letters from words.	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	Let learners narrate a short story they have heard before. Share the class Readers or Reading books to the learners and lead them to read a passage. Write the first paragraph of the passage on the board taking out some words. Let learners fill in missing the words from short passage.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Engage learners to sing songs and recite rhymes Row, Row, Row Your Boat" Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream. Engage learners to sing songs and recite rhymes	Write some words on the board and lead learners to pronounce the words. Let learners pronounce the words individually. Introduce learners to a short passage and lead learners to read the passage. Dictate the first four sentences of the passage to learners to write. Let learners exchange their works and discuss their works with them.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 55		
Learning Indicator(s)	B4.5.4.5.4:		
Performance Indicator	Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.		
Strand	Physical Fitness Concepts, Principles And Strategies		
Sub strand	Substance		
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>Learners identify the difference between physical courage as taking action but care and physically reckless as taking action without care.</p> <p>The former has the key characteristics of observing the rules of the game or sports.</p> <p>Example: a child getting up after falling off a bike. A player going in for a tackle. Running into burning buildings as a firefighter.</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	Four
Subject	COMPUTING
Reference	Computing curriculum Page
Learning Indicator(s)	B4.3.1.1.2.
Performance Indicator	Illustrate the use of the clip board, styles, fonts, paragraph and editing.
Strand	Word Processing
Sub strand	Introduction To Word Processing
Teaching/ Learning Resources	Images of clipboard, styles, fonts, paragraph and editing in in the Home Tab of MS – Word.

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>Prepare a list of concepts, ideas or objects that relate to the lesson you are about to teach.</p> <p>Divide the class into four teams. The teacher presents the leaders from each group a concept.</p> <p>The leader then draw the concepts on the board, whilst his/her term guess what the object is.</p> <p>The team who guess correctly first wins.</p>	<p>Guide learners to use the clipboard, styles, fonts, paragraph and editing feature under the Home tab and let learners explore on a simple word document.</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>