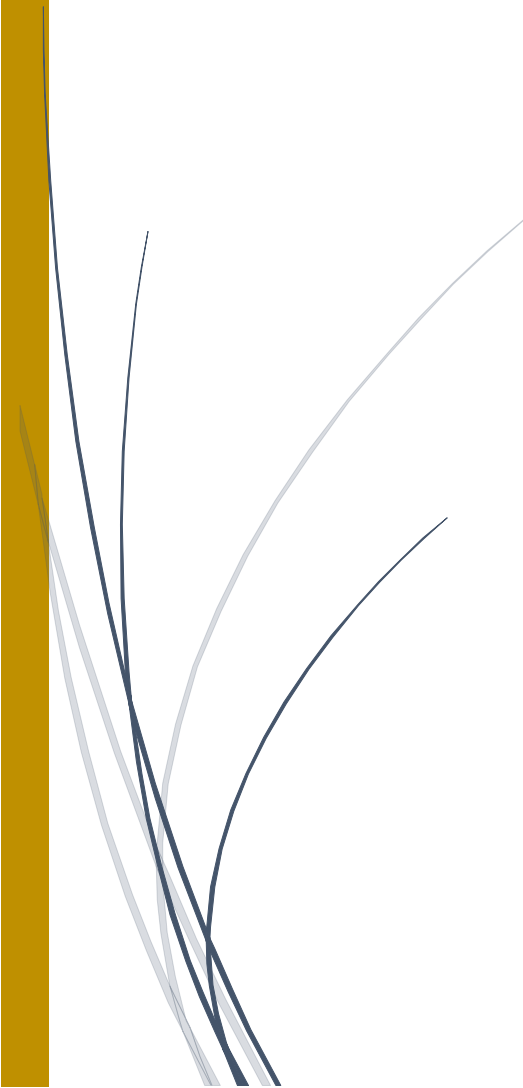


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**SAMPLE LESSON NOTES-WEEK 11**  
BASIC FOUR

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Fayol Inc.  
0547824419/0549566881

# SCHEME OF LEARNING- WEEK 11

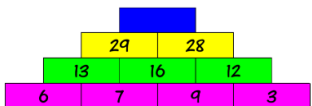
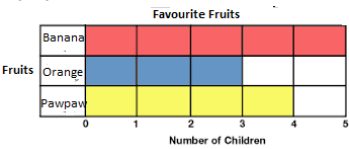
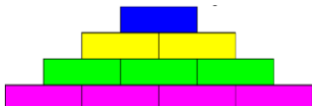
## BASIC FOUR

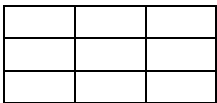
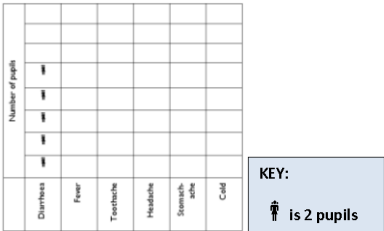
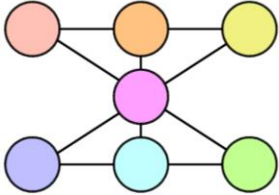
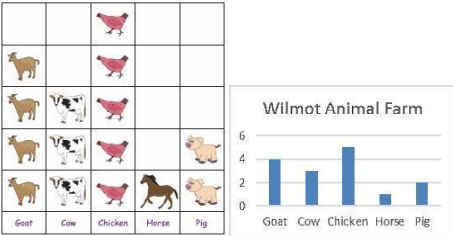
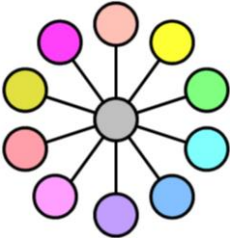
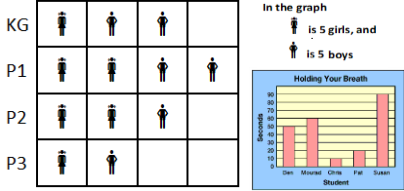
Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B4.1.10.3.4-5. B4.2.9.1.2. B4.3.9.1.1. B4.4.15.1.1. B4.4.15.1.1. B4.5.10.1.1. B4.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can support ideas and points with visual resources to convey meaning appropriate to purpose and context</p> <p>B. Learners can use recognition strategies to confirm understanding of level-appropriate texts</p> <p>C. Learners can use modals to express a variety of meanings:</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>	
<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>Learners to sing songs and recite familiar rhymes</p> <p><u>ONCE I CAUGHT A FISH ALIVE</u>                      One, two, three, four, five                      Once I caught a fish alive                      Six, seven, eight, nine, ten                      Then I let it go again                      Why did you let it go?                      Because it bit my finger so                      Which finger did it bite?                      This little finger on my right</p>	<p><b>A. ORAL LANGUAGE</b> (Presentation)</p> <p>Have groups of learners draw pictures to support their ideas or points of view on given topics.</p> <p>Use effective introductions and conclusions.</p> <p>Put learners into convenient groups.</p> <p>Guide them to select topics of interest, plan and present speeches to the class.</p> <p>Guide them to introduce and conclude their speeches appropriately.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p><b>B. READING</b> (Fluency)</p> <p>As learners read the grade-level texts, attention should be given to the words, sentences and paragraphs.</p> <p>Use re-reading, vocabulary and right intonation to self-correct them.</p> <p>Have learners to answer questions based on the text 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>
Wednesday	<p>Learners to sing songs and recite familiar rhymes</p> <p><u>PUSSY CAT. PUSSY CAT.</u></p>	<p><b>C. GRAMMAR</b> (Modals)</p> <p>Auxiliary verbs are used before infinitives to add a different meaning. Examples are; can,</p>	<p>Provide sentences and let learners identify the modals used.</p> <p>i. Please <u>may</u> I see your ticket?</p>

	<p>Pussy cat, pussy cat, where have you been? I've been down to London to visit the Queen Pussy cat, pussy cat, what did you do there? I frightened a little mouse, under her chair.</p>	<p><i>could, would, should, ought to, will, shall, may, might and must</i> <b>may and might</b> (<i>might is past tense of may</i>) Use <b>may</b> and <b>might</b> to talk about things that are possible or likely. e.g. <i>May I borrow your pen</i> <i>We might go to the party later</i></p> <p>Illicit the modals in speech and let learners practice as well.</p> <p>With examples, assist learners to use the modals in sentences to convey specific meanings</p>	<p>ii. John <b>may</b> leave now, but Sally <i>may not</i>.</p> <p>iii. <b>May</b> Kenny come with us to the movies?</p> <p>iv. Take an umbrella. It <b>might</b> rain.</p> <p>v. I <b>may</b> not have time to go swimming tonight.</p> <p>vi. We <b>might</b> go to the party later.</p>
Thursday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p><b>D.WRITING</b> (Letter Writing)</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><b>Tooting tutors</b> 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>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><b>E.WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (Spelling)</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><b>F.EXTENSIVE READING</b> 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. Ask each learner to write a-two-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>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>

<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	<b>MATHEMATICS</b>
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B4.4.1.1.1- 4
<b>Performance Indicator</b>	Learners read and interpret graphs
<b>Strand</b>	Data
<b>Sub strand</b>	Data Collection And Organization
<b>Teaching/ Learning Resources</b>	Class registers, school based assessment
<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>Give learners graphs that use one-to-one correspondence in displaying data. For example, the graph below shows the favorite fruits of children in a P4 class. Each colored box in the graph represents a pupil.</p>  <p>Ask the following questions for children to read and interpret graphs</p> <ol style="list-style-type: none"> <li>How many pupils said they like pawpaw?</li> <li>What is the most favorite food of the class?</li> <li>How many pupils are in the class? Etc.</li> </ol>	<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>Display a table for of illnesses P4 pupils have had in school last academic year. Discuss with pupils how many objects/cut-outs will be required to display or construct a graph of the illnesses in the table if represents 2 pupils</p> <table border="1" data-bbox="690 1375 1107 1627"> <thead> <tr> <th>Illness</th> <th>Number of pupils visiting hospital with illnesses</th> <th>Number of objects ¶ in graph</th> </tr> </thead> <tbody> <tr> <td>Diarrhoea</td> <td>10</td> <td>5</td> </tr> <tr> <td>Fever</td> <td>16</td> <td>8</td> </tr> <tr> <td>Toothache</td> <td>4</td> <td>2</td> </tr> <tr> <td>Headache</td> <td>6</td> <td>.</td> </tr> <tr> <td>Stomach-ache</td> <td>8</td> <td>.</td> </tr> <tr> <td>Cold</td> <td>14</td> <td>.</td> </tr> </tbody> </table>	Illness	Number of pupils visiting hospital with illnesses	Number of objects ¶ in graph	Diarrhoea	10	5	Fever	16	8	Toothache	4	2	Headache	6	.	Stomach-ache	8	.	Cold	14	.	<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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Fever	16	8																						
Toothache	4	2																						
Headache	6	.																						
Stomach-ache	8	.																						
Cold	14	.																						
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>Put a chart with labelled axes on the board; place several cut-outs card of the object. “ ¶ ” on the table.</p> <p>Ask pupils to go in turns to construct the graph of the illnesses in the chart by pasting the right number of cut-outs in the</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>columns above each illness as in the figure below.</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>Give learners several graphs that have used one-to-one correspondence in displaying the same data. For instance, the graph below shows the animals at Mr. Wilmot's farm. Ask children to explain how they are the same and different</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>Can you put the digits 1 to 11 in the circles do that every line has the same total?</p> 	<p>Give learners several graphs that have used many-to-one correspondence in displaying the same data. E.g. The graphs below show the number of pupils in a KG to P3 in a school and the time five pupils can take to hold their breath. Ask questions for children to read and interpret graphs</p>  <p>How many pupils are in KG and P1?  How many pupils more pupils are in P1 than P3?  How long did Ben hold his breath?  Who can hold her breath longest? 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 special help.</p>

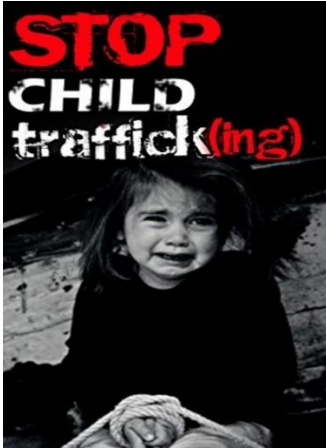
<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 15		
<b>Learning Indicator(s)</b>	B4.5.4.1.1		
<b>Performance Indicator</b>	Explain that burning is one of the causes of climate change		
<b>Strand</b>	Humans And The Environment		
<b>Sub strand</b>	Climate Change		
<b>Teaching/ Learning Resources</b>	Pictures and videos or charts showing burning of fossil fuel and changing weather pattern		
<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>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>Learners watch pictures and videos or charts showing burning of fossil fuel and changing weather pattern.</p> <p>Narrate to learners a story of a bush fire and the effect it has on humans, plants, animals and property.</p> <p>Learners, in groups discuss what happens when burning occurs.</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>Learners present their ideas, i.e. burning brings out smoke, makes air dirty or unclean, etc.</p> <p>Brainstorm with learners on what will happen if there is continuous burning of vegetation and waste.</p> <p>Evaluate learners by asking them to design posters on the effect of burning on climate change.</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>	Four		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 21		
<b>Learning Indicator(s)</b>	B4.5.1.1.1		
<b>Performance Indicator</b>	Describe cultural exchanges between Ghana and her neighbors		
<b>Strand</b>	My Global Community		
<b>Sub strand</b>	Our Neighboring Countries		
<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>
	<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>Learners mention common cultural practices between Ghana and her neighbors. e.g. language, food, farming</p> <p>Learners in groups describe common festivals and other cultural activities between Ghana and her neighbors e.g. Christmas, Eid-ul- Adha Food: gari, cassava, yam Dressing: kaba and slit, smock</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>Learners mention common cultural practices between Ghana and her neighbors. e.g. language, food, farming</p> <p>Learners in groups describe common festivals and other cultural activities between Ghana and her neighbors e.g. Christmas, Eid-ul- Adha Food: gari, cassava, yam Dressing: kaba and slit, smock</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>	Four		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 32		
<b>Learning Indicator(s)</b>	B4.5.2.1.1:		
<b>Performance Indicator</b>	Discuss the importance of being a committed member of the family.		
<b>Strand</b>	The Family, Authority and Obedience		
<b>Sub strand</b>	Roles Relationship in the Family and 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>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"> <li>- takes part in family activities,</li> <li>- is obedient to elders of the family,</li> <li>- respects other family members,</li> <li>- accepts responsibility (performing assigned duties),</li> <li>- takes initiatives, - helps needy relatives, etc.</li> </ul>	<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>



<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 28		
<b>Learning Indicator(s)</b>	B4.6.1.1.1.		
<b>Performance Indicator</b>	Learners can explore the limitations on Ghana's independence.		
<b>Strand</b>	Independent Ghana		
<b>Sub strand</b>	The Republics		
<b>Teaching/ Learning Resources</b>	Wall charts, word cards, 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>
	<p>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</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>

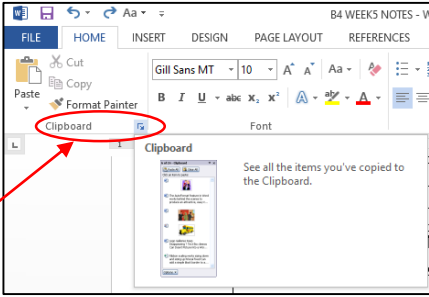
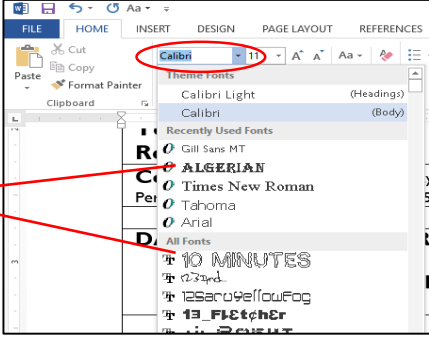
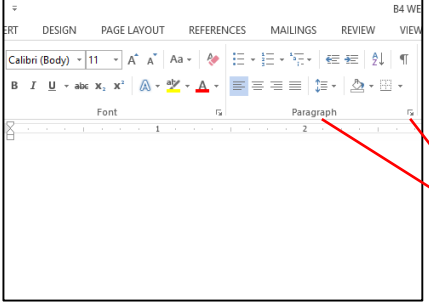
<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B4 2.3.4. B4 2.3.5.		
<b>Performance Indicator</b>	Learners to plan a performance of compositions to share creative experiences		
<b>Strand</b>	Visual Arts & Performing Arts		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools,		
<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>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Guide learners to plan an arrangement of own artworks to share, educate and inform the public on topical issues of the local community.</p> <p>Learners should select a theme for their art. E.g. stop child trafficking.</p>  <p>Learners should plan their art in a sketch form.</p>	<p>Teacher moves round the class to monitor the progress of learners in their sketches.</p> <p>Encourage learners to come out with good sketches.</p> <p>Give out manual invitations cards to learners to be given to their parents.</p>
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Organize a place for the exhibition.</p> <p>Invite other teachers to witness the artwork. Set the stage for learners to display their artwork.</p> <p>Evaluate individual art and allow pupils to talk about them in the form of appraisal.</p> <p>Discuss the moral lessons in the song.</p>	<p>Appreciate and thank parents for their presence.</p> <p>Let learners organize themselves to clean up the place after the exhibition.</p>



<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 31		
<b>Learning Indicator(s)</b>	B4.5.8.1.1.		
<b>Performance Indicator</b>	Learners can identify and use simple conjunctions		
<b>Strand</b>	Writing Convention And Grammar Usage		
<b>Sub strand</b>	Integrating Grammar In Written Language (Use Of Conjunction)		
<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>
	Engage learners to sing songs and recite rhymes  <u>Hot Cross Buns</u> Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Introduce the conjunctions one at a time in context.  Elicit examples of sentences with conjunctions from learners.  Put on cards simple sentences. e.g. i. <i>Esi is tall. Ama is short.</i> ii. <i>Esi is tall but Ama is short.</i>  Use combination drill for learners to practice the use of conjunctions. e.g. i. Learner A: <i>I bought a pen...</i> ii. Learner B: <i>I bought a pen and a notebook.</i> iii. Learner C: <i>I will eat fufu.....</i> iv. Learner D: <i>I will eat fufu or kenkey.</i>	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	Elicit examples of sentences with conjunctions from learners.  Put on cards simple sentences. e.g. i. <i>Esi is tall. Ama is short.</i> ii. <i>Esi is tall but Ama is short.</i>  Use combination drill for learners to practice the use of conjunctions. e.g. i. Learner A: <i>I bought a pen...</i> ii. Learner B: <i>I bought a pen and a notebook.</i> iii. Learner C: <i>I will eat fufu.....</i> iv. Learner D: <i>I will eat fufu or kenkey.</i>	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 54		
<b>Learning Indicator(s)</b>	B4.5.3.5.3		
<b>Performance Indicator</b>	Demonstrate respect for self, others, and equipment during physical activities.		
<b>Strand</b>	Values And Psycho-Social Concepts		
<b>Sub strand</b>	Group dynamic		
<b>Teaching/ Learning Resources</b>	Pictures and Videos		
<b>Core Competencies:</b> learners develop personal and social skills such as tolerance, empathy, teamwork, fair-play in cultural and religious diversity			
<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>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 observe the rules for self-integrity. e.g. lead by example, communicate with honesty, be consistent, communicate with civility, etc.</p> <p>Learners respect peer and others when working together. e.g. cooperation, healthy competition, etc.</p> <p>Learners use equipment for what they were made for as well as respect their use with peers.</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>	Four
<b>Subject</b>	<b>COMPUTING</b>
<b>Reference</b>	Computing curriculum Page
<b>Learning Indicator(s)</b>	B4.3.1.1.2.
<b>Performance Indicator</b>	Illustrate the use of the clip board, styles, fonts, paragraph and editing.
<b>Strand</b>	Word Processing
<b>Sub strand</b>	Introduction To Word Processing
<b>Teaching/ Learning Resources</b>	Images of clipboard, styles, fonts, paragraph and editing in in the Home Tab of MS – Word.
<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>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 while you go round to guide those who need help.</p>