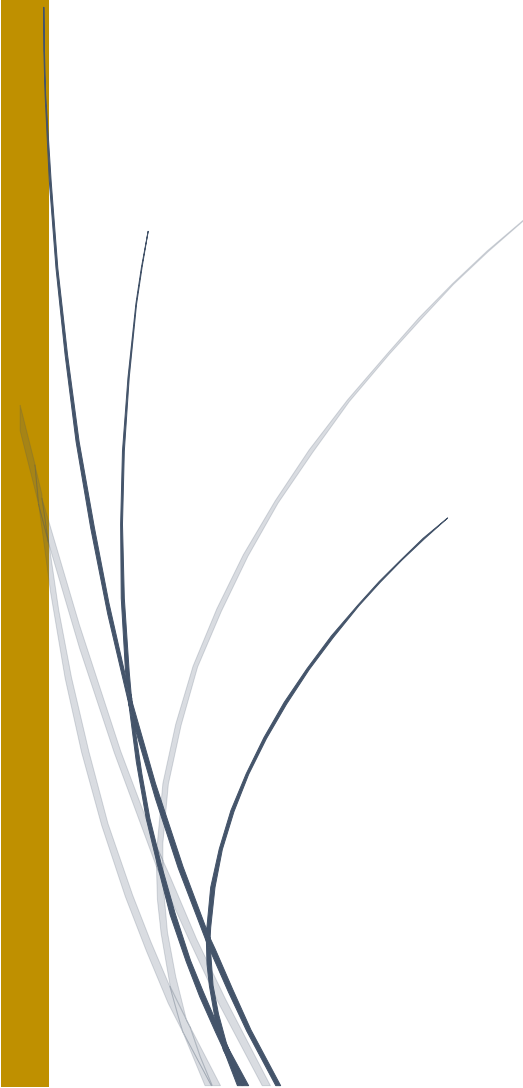


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SAMPLE LESSON NOTES-WEEK 3
BASIC FOUR

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Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 3

BASIC FOUR

Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.6.3.3. B4.2.6.4.2. B4.3.5.1.4. B4.4.12.1.1. B4.5.8.1.1. B4.6.1.1.1	
Performance Indicator		<p>A. Learners can ask relevant questions to find out the opinion of others about a given topic</p> <p>B. Learners can recognize the playful use of words in spoken and written language (jokes, riddles)</p> <p>C. Learners can use regular form of the simple past tense of verbs</p> <p>D. Learners can use descriptive words/expressions to describe places, personal experiences and events</p> <p>E. Learners can identify and use conjunctions</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	Begin a story for one minute and let learners finish the story on their own.	<p>A. <u>ORAL LANGUAGE</u> (Conversation. Pg 9)</p> <p>Demonstrate the activity using a familiar topic.</p> <p>Example: Engage learners to discuss the causes, symptoms and prevention of covid-19.</p> <p>Learners ask and answer questions for clarification about what other learners say on a given topic.</p> <p>Let learners bring out other interesting topics for them to share their opinions and views on it.</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	Have learners draw an invisible picture in the air and try to guess what it is	<p>B. <u>READING</u> (Vocabulary. Pg 25)</p> <p>In pairs/ groups, have learners play on words in educative jokes, riddles and puns. e.g. Riddle, Riddle: I am something that came into this world with earrings. Who am I? Answer: Coal pot</p> <p>I am found in kitchens. I cook food. What am I? Ans. Gas cooker</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>

		I have leaves. You can climb me. What am I? Ans: Tree	
Wednesday	<p>Think of a word and write the number of letters on the board using dashes to show many letters there are. Then, ask learners to suggest a letter.</p> <p>If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man.</p> <p>Continue this until learners guess the word correctly.</p>	<p>C. GRAMMAR (verbs. Pg 42)</p> <p>Revise main and auxiliary verbs by having learners identify them in sentences.</p> <p>Introduce learners to the concept of regular verbs: - Regular verbs form their past tense by adding “d” or “ed” e.g. play= played, walk= walked, bake= baked</p> <p>Elicit examples from learners and have them use in sentences. - The irregular verbs form their past tense differently. They do not add “d” or “ed”.</p> <p>Provide a passage having regular and irregular verbs in the present tense.</p> <p>Learners rewrite the sentences in the past.</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>
Thursday	<p>Ask the students draw six columns on their paper and write a category at the top of each column. You can choose categories that fit your topic. You can include food, names, cities or countries, furniture, verbs and clothing. Then, choose a random letter and write it on the board. Ask students to write down a word for each category that starts with that letter.</p>	<p>D. WRITING (Descriptive Writing)</p> <p>Revise adjectives by having learners describe familiar people, objects and places in their environment.</p> <p>Learners in their groups talk about interesting places they have visited.</p> <p>Guide them to describe places of their choice using knowledge of adjectives.</p> <p>Have them do peer editing and share their work with the class.</p> <p>They repeat the procedure above to describe events, situations and personal experiences.</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>Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!</p>	<p>. WRITING CONVENTIONS & GRAMMAR USAGE (Using Conjunctions)</p> <p>Conjunctions are words that link sentences together.</p> <p>Guide learners to give examples of sentences demonstrating their knowledge of conjunctions. e.g. i. Ted stayed home from school <u>because</u> he was sick.</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 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>ii. She was going out to play <u>but</u> it rained.</p> <p>Guide learners in groups to join sentences using coordinating conjunctions on a topic. e. g. A visit to an interesting tourist site.</p> <p>Guide them to edit each other’s work by exchanging with other groups.</p> <p>Let learners talk about the differences in their stories.</p> <p style="text-align: center;"><u>F.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. 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>
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Week Ending																							
Class	Four																						
Subject	MATHEMATICS																						
Reference	Mathematics curriculum Page																						
Learning Indicator(s)	B4.1.2.5.1 B4.1.2.6.1																						
Performance Indicator	<ul style="list-style-type: none"> ❖ Learners can divide 2-digit numbers by 1-digit number efficiently ❖ Learners can solve multi-step word problems involving the four basic operations 																						
Strand	Number																						
Sub strand	Number Operations																						
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, patterns																						
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	<p>Have learners arrange the fractions from the largest to the smallest.</p> <p style="text-align: center;"> $\frac{1}{5}$ $\frac{3}{4}$ $\frac{1}{3}$ $\frac{2}{4}$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </p> <p>Learners are to complete the work within a given time</p>	<p>Guide learners to solve Division as repeated subtraction (using the long division method).</p> <p>Explain division as a way of repeatedly subtracting a divisor number from a given dividend until there is none left and then determining the number of times the divisor is taken from the dividend.</p> <p>For example, $25 \div 5 = ?$ Learners count the number of times 5 was subtracted from 25, which is 5 times. Hence, $25 \div 5 = 5$</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>																				
Tuesday	<p>Engage learners to play the missing number puzzle.</p> <p>Use 1 to 4 to finish each equation. Multiply before you add and subtract</p> <p>3.</p> <table style="border-collapse: collapse; margin-left: 20px;"> <tr> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="padding: 0 5px;">+</td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="padding: 0 5px;">=</td> <td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">5</td> </tr> <tr> <td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">x</td> <td style="padding: 0 5px;">-</td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="padding: 0 5px;">=</td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="padding: 0 5px;">-</td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="padding: 0 5px;">=</td> <td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">1</td> </tr> <tr> <td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">12</td> <td style="padding: 0 5px;">-</td> <td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">-1</td> <td style="padding: 0 5px;">=</td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> </tr> </table>		+		=	5	x	-		=			-		=	1	12	-	-1	=		<p>Guide learners to solve Division using the estimation of multiples of 10, 100 and others of the divisor. For Example to solve $276 \div 3 = ?$</p> <p>Learners use estimations: (they may have to use multiples of divisor to select a convenient estimate) "About how many groups of 3 can fit into 276?" The estimation used here is 40. So $3 \times 40 = 120$. Subtracting 120 from 276 to get 156. The next estimation used is 50. So $3 \times 50 = 150$. Subtracting 150 from 156 to get 6. The next estimation used is 2. And $2 \times 3 = 6$. Subtracting 6 from 6 to get 0. There is nothing more to share.</p> <p>To find the final answer add the estimations: $40 + 50 + 2 = 92$. Therefore $276 \div 3 = 92$.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>
	+		=	5																			
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Wednesday	<p>Engage learners to play the missing number puzzle.</p>	<p>Learners model mathematical statements from a given word problem involving</p>	<p>Give learners task to complete while you go</p>																				

	<p>Use 1 to 4 to finish each equation. Multiply before you add and subtract</p> <p>2.</p> <table border="1" style="margin-left: 20px;"> <tr><td></td><td>X</td><td></td><td>8</td></tr> <tr><td>X</td><td></td><td>-</td><td></td></tr> <tr><td></td><td>+</td><td></td><td>4</td></tr> <tr><td>2</td><td></td><td>1</td><td></td></tr> </table>		X		8	X		-			+		4	2		1		<p>addition and multiplication and solve using the strategies learnt.</p> <p>Use 1 to 4 to finish each equation.</p> <p>Multiply before you add and subtract</p> <table border="1" style="margin-left: 20px;"> <tr><td></td><td>-</td><td></td><td>3</td></tr> <tr><td>+</td><td></td><td>X</td><td></td></tr> <tr><td></td><td>-</td><td></td><td>1</td></tr> <tr><td>7</td><td></td><td>2</td><td></td></tr> </table>		-		3	+		X			-		1	7		2		<p>round the class to support those who might need extra help.</p>
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<p>Thursday</p>	<p>Let learners play games and sing songs to begin the lesson.</p> <p>Revise with them the previous lesson through questions and answers.</p>	<p>Learners model mathematical statements from a given word problem involving division and multiplication and solve using the strategies learnt The relationship between operations and the use of calculator and spreadsheet to assess the reasonableness of answers should be stressed</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>																																
<p>Friday</p>	<p>Engage learners in the Mental math game:</p> <p>Give a sequence of instructions for learners to follow while doing math in their head.</p>	<p>Learners role play a given word problem involving addition and multiplication and solve.</p> <p>e.g. i. A bee has 6 legs. How many legs do 8 bees have?</p> <p>ii. Brad has 17 ballons. 8 ballons are red and the rest are green. How many green ballons does Brad have?</p> <p>iii. Josh had 16 marbles in his collection. He lost 7 marbles. How many marbles does he have now?</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>																																


Week Ending			
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page 13		
Learning Indicator(s)	B4. 5.1.1.1		
Performance Indicator	Learners can know how to care for one's self and the environment		
Strand	Humans And The Environment		
Sub strand	Personal Hygiene And Sanitation		
Teaching/ Learning Resources	Sponge, soaps, tooth brushes and paste, finger nails cutter, towels, brooms		
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)
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Learners brainstorm in groups and share ideas with the whole class on what they do to maintain personal hygiene. Learners write their ideas on flashcards (ideas may include bathing twice daily, cleaning the teeth, cutting their finger nails, washing their towels, sweeping their classrooms, etc.).	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
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Learners brainstorm in groups and share ideas with the whole class on what they do to maintain personal hygiene. Learners write their ideas on flashcards (ideas may include bathing twice daily, cleaning the teeth, cutting their finger nails, washing their towels, sweeping their classrooms, etc.).	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

Week Ending			
Class	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 16		
Learning Indicator(s)	B4.4.1.2.1.		
Performance Indicator	Learners can identify the characteristics of a responsible citizen		
Strand	Our Nation Ghana		
Sub strand	Being A Citizen		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Read a short story to learners. Ask learners to answer a few questions on the story.</p> <p>Call two learners at random to summarize the story.</p>	<p>Discuss with learners the types of citizens e.g. i. Active citizen An active citizen is an individual who contributes to the well-being of his or her community.</p> <p>ii. Passive citizen A passive citizen is an individual who does not contribute to the well-being of his or her community.</p> <p>Learners through think-pair-share to talk about the characteristics of a responsible citizen, e.g. i. obey rules and regulations ii. diligence iii. patriotism iv. honesty v. respect vi. hard work vii. commitment viii. listening/tolerance to other viewpoints.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Engage learners to play the alphabet game.</p> <p>Have learners to find words for each alphabets on the topic.</p>	<p>Learners through think-pair-share to talk about the characteristics of a responsible citizen, e.g. i. obey rules and regulations ii. diligence iii. patriotism iv. honesty v. respect vi. hard work vii. commitment viii. listening/tolerance to other viewpoints.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending	
Class	Four
Subject	RELIGIOUS & MORAL EDUCATION
Reference	RME curriculum Page 31
Learning Indicator(s)	B4.5.1.1.1
Performance Indicator	Learners can explain authority at home, school and in the community.
Strand	The Family, Authority and Obedience
Sub strand	Authority And Obedience
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>Get out 5-10 index cards and write the new words in the lesson on it.</p> <p>Place the cards on the ground in order or scattered apart to encourage mid-size jumps</p> <p>Invite learners to hop on each card by reading each card aloud.</p>	<p>Through questions and answers, let learners explain authority.</p> <p>With the aid of picture cards, videos, wall charts, etc., let learners identify people in authority in their immediate community. NB Where possible, films can be used to guide the learners to identify the people in authority in the immediate communities.</p> <p>Guide learners to identify those in authority at home, school and in their community: parents, head teachers, teachers, class prefect, sectional leaders, chiefs, pastors, Imams, etc.</p> <p>Let learners dramatize or role-play authority at home, school and in the community</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending			
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page 26		
Learning Indicator(s)	B4.4.1.1.1.		
Performance Indicator	Learners can examine the Bond of 1844		
Strand	Colonization and Developments under Colonial Rule in Ghana		
Sub strand	Establishing Colonial Rule in Ghana		
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 I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Read a short story to learners. Ask learners to answer a few questions on the story.</p> <p>Call two learners at random to summarize the story.</p>	<p>Brainstorm the significance of the Bond of 1844?</p> <p><i>i. It created peace by utilizing ethnic groups in the southern state of the gold coast.</i></p> <p><i>ii. It ended wicked practices such as human sacrifices and slavery in the gold coast</i></p> <p><i>iii. It brought people of gold coast under british colonial rule</i></p> <p><i>iv. The bond introduced the court system to gold coast.</i></p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Engage learners to play the alphabet game.</p> <p>Have learners to find words for each alphabets on the topic.</p>	<p>Revise with learners on what led to the signing of the bond of 1844.</p> <p>Learners to role play the signing of the bond between the 7 chiefs and the governor.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>


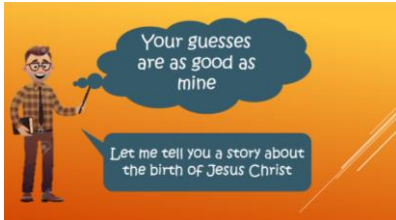

Week Ending			
Class	Four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B4 I.2.2.3 B4 I.2.3.3		
Performance Indicator	Learners can create own artworks using available visual arts media and methods to express own views, knowledge and understanding of performing artworks that reflect topical issues in Ghana		
Strand	Visual 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)
	Learners to sing songs and play games to get them ready for the lesson Show pictures of visual artworks to learners for them to observe and talk about them	Learners are to explore the local environment to select available materials and tools that are good for making artworks. Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make clay pot. Demonstrate and guide learners to make a simple clay pot	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	Learners to sing songs and play games to get them ready for the lesson 	Allow learners to practice in groups following the steps provided Sort out your materials and tools needed to make the pot. e.g. clay, rollers, scrapers, modeling tools, piercing tool, trimming tool etc. Ensure that learners use the right methods. e.g. pinching, coiling and the slab method. Learners to discuss and compare their artworks to the artworks studied.	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson

Week Ending			
Class	Four		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 14		
Learning Indicator(s)	B4.2.8.1.1-2		
Performance Indicator	Learners can read passages about 125 to 150 words per minute and observe punctuations		
Strand	Oral Reading		
Sub strand	Fluency		
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 play the crossword game Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available	Give learners short passages to read in silently. Call learners to read the passage in turns (correct learners where necessary). As they read, let them observe the punctuations in the passage.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Tell learners a few jokes to get their attention. Call two learners to share their jokes as well	Give learners a passage to read (the passage should be about 125 to 150 words to be read in a minute.) Group learners and let them play a reading game at 120 words or more per minute.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Tell learners a few jokes to get their attention. Call two learners to share their jokes as well	Give learners a passage to read (the passage should be about 125 to 150 words to be read in a minute.) Group learners and let them play a reading game at 120 words or more per minute.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending			
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 47		
Learning Indicator(s)	B4.1.12.1.14:		
Performance Indicator	Learners can dance to the beat of traditional music		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop skills such as coordination, reaction time, fitness, etc.			
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)
	Play games and sing songs to begin the lesson.	Learners dance to a beat of any traditional music. Learners dance as individually but at their own pace.	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

Week Ending	
Class	Four
Subject	COMPUTING
Reference	Computing curriculum Page 8
Learning Indicator(s)	B4.2.1.1.2
Performance Indicator	Learners can show a 3-slide presentation using clipboard, slides, fonts, paragraph and editing of the ribbons studied.
Strand	Presentation
Sub strand	Introduction to MS PowerPoint
Teaching/ Learning Resources	Images of clipboard, slides, fonts, paragraph and editing in the ribbons under the home ribbons section

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 I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Divide the class into two teams. Let each team present a player who is good in playing the Zuma game.</p> <p>The first player to finish a level is the winner. Teams must present new players for each new level.</p> <p>Note: chose games that improves learners mousing and keyboarding skills</p>	<p>Guide learners to prepare and present a prepared PowerPoint project to the class.</p> <p>Invite them to present in groups to the whole class</p>  <p>Slide 1</p>  <p>Slide 2</p>  <p>Slide 3</p>	<p>Call learners to summarize the lesson.</p> <p>Give learners task to complete at home.</p>