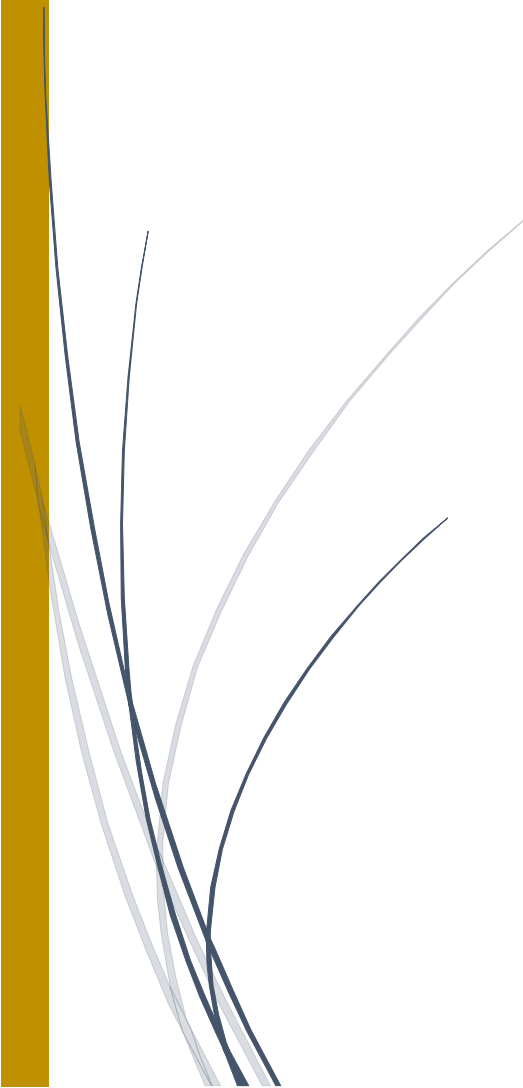


A thick vertical gold bar is on the left side of the page. A yellow arrow points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 2
BASIC SIX


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

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 2

BASIC SIX

Name of School.....

Week Ending																		
Class	Six																	
Subject	ENGLISH LANGUAGE																	
Reference	English Language curriculum																	
Learning Indicator(s)	B6.1.6.3.1. B6.2.6.4.1. B6.3.5.1.7. B6.4.13.2.2 B6.5.8.1.1. B6.6.1.1.1																	
Performance Indicator	<p>A. Learners can engage in collaborative conversation with unfamiliar audience</p> <p>B. Learners can recognize how words are formed through compounding</p> <p>C. Learners can use the imperative form of verb to give warning and express prohibitions</p> <p>D. Learners can use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>E. Learners can identify and use conjunctions</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on 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 help the farmer in his daily works.</p> <p>Help the farmer record how many vegetables he grew in the table below. First count how many of each type of vegetable he has and mark it in the table. Then write it in number form. Finally, answer the questions.</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Type of vegetable</th> <th>Tally marks</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td> Cabbage</td> <td></td> <td></td> </tr> <tr> <td> Tomato</td> <td></td> <td></td> </tr> <tr> <td> Bell pepper</td> <td></td> <td></td> </tr> <tr> <td> Onion</td> <td></td> <td></td> </tr> </tbody> </table>	Type of vegetable	Tally marks	Number	Cabbage			Tomato			Bell pepper			Onion			<p>A. <u>ORAL LANGUAGE</u> (Conversation. Pg. 158)</p> <p>Show a video of a talk show or introduce a talk show by drawing on learners' background knowledge of such activities on TV.</p> <p>Identify an interesting topic e.g. "Children should not do WhatsApp". Initiate a conversation using questions. Learners take turns to contribute to the conversation.</p> <p>Put learners in groups and let them choose topics for conversation. Go round to ensure learners take turns, use facial expressions appropriately and maintain eye contact when in conversation</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>
Type of vegetable	Tally marks	Number																
Cabbage																		
Tomato																		
Bell pepper																		
Onion																		
Tuesday	<p>Put learners into groups. Have learners role-play one of their best adverts on TV.</p> <p>Sit down and have fun. The group with the best shows wins.</p>	<p>B. <u>READING</u> (Vocabulary. Pg 173)</p> <p>Have learners refresh their knowledge on affixes – prefixes and suffixes – , acronyms and blending using examples.</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>Learners choose words with given affixes and use them appropriately in sentences.</p> <p>Introduce compound words in context and have learners identify their components. E.g. breakfast = break, fast; classroom = class, room.</p> <p>Put learners into groups to build more compound words</p>							
Wednesday	<p>Ask learners to find as many words they can from the crossword puzzle below.</p> <p>B T Z R A N G R Y G O K L T H R Q N M L E X C I T E D A T A H S U R P R I S E D D B C E R A F H K G S V A D O N E Y O J A C L A U H A P P Y D X M B D K L Z S W</p> <p>Have learners read their word list to the whole class.</p>	<p>C. GRAMMAR (Verbs. Pg. 188)</p> <p>An imperative form of verb is one that tells someone to do something, so that the sentence it is in becomes an order or command. E.g. <u>finish</u> your work.</p> <p>Guide learners to give examples of sentences demonstrating their knowledge of imperative form of verb. e.g. <u>Break</u> the glass, and you will <u>pay</u> for it.</p> <p>Imperative form of verbs doesn't give room for further questions.</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>Begin a story for one minute and let your learners finish the story on their own</p>	<p>D. WRITING (argumentative writing. Pg. 207)</p> <p>Lead learners to discuss appropriate language for arguments e. g. use of adjectives in their various forms.</p> <p>You may read out model argumentative essays to guide learners</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>Have learners to sing songs and recite some familiar rhymes. Example: "Peter Piper" Peter Piper picked a peck of pickled peppers A peck of pickled peppers Peter Piper picked; If Peter Piper picked a peck of pickled pepper s. Where's the peck of pickled peppers Peter Piper picked?</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Conjunctions)</p> <p>Revise the use of conjunctions learners have learnt. e.g. <i>and, but, or, nor, so that, when, while, if, unless</i> etc. to express purpose, time, condition etc.</p> <p>Learners write stories on topics of their choice using the conjunctions to link ideas in their sentences.</p>	<p>Ask learners to read the list of conjunctions below and choose one conjunction to join together each set of sentences.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Since</td> <td>and</td> </tr> <tr> <td>While</td> <td>but</td> </tr> <tr> <td>so</td> <td>then if</td> </tr> </table> <p style="text-align: right;">1. He went to the toy store..... bought a stuffed animal.</p> <p>2. We went to the movies..... out to dinner.</p> <p>3. I baked cookies..... they burned in the oven</p>	Since	and	While	but	so	then if
Since	and								
While	but								
so	then if								

	<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>Have learners peer-edit one another’s work.</p> <p>F. EXTENSIVE READING</p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p><i>4. We flew our kite.....the wind blew.</i></p> <p><i>5. I will eat my vegetables.....I can have a cookie for dessert.</i></p> <p><i>6. I can go out to play.....I finished all of my homework.</i></p> <p><i>7. Will brought a pail and shovel to the beach.....he could build a sandcastle.</i></p> <p>Encourage them to visit the local library to read and borrow books</p>
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Week Ending			
Class	Six		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 122		
Learning Indicator(s)	B6.1.1.3.1		
Performance Indicator	Learners can determine the HCF and the LCM of two or three numbers using prime factors		
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 sticks		
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 in the “Jump Counting” game Have learners count while jumping with each count. Challenge them to count by twos, fives, or tens!	Have learners revise the use of the factor tree method to determine prime factors of any given whole number. For example the prime factors of 24. For instance, from the figure: $24 = 2 \times 2 \times 2 \times 3$ so 2 and 3 are the prime factors of 24. Ask learners to list the factors of two or more given whole numbers using the factor tree; for 36 and 48 we have $36 = 2 \times 3 \times 2 \times 3 = 2 \times 2 \times 3 \times 3$ and $48 = 2 \times 3 \times 2 \times 2 \times 2 = 2 \times 2 \times 2 \times 2 \times 3$.	Give learners task to complete while you go round the class to support those who might need extra help.
Tuesday	Let learners draw a picture of a favorite place in the world. Then write five or more words that remind them of that place. Have learners to paste their drawings on the classroom wall to create a gallery.	Guide learners to determine the highest common factor of given numbers. For example: 15 and 20 $15 = \{1, 3, 5, 15\}$ $20 = \{1, 2, 4, 5, 10, 20\}$ The common factors = $\{1, 5\}$ Hence HCF = $\{5\}$ Learners use the prime factorization by inspection to determine the HCF by underlining the common factors in each product $36 = 2 \times 2 \times 3 \times 3$ $48 = 2 \times 2 \times 2 \times 2 \times 3 \rightarrow$ which is $2 \times 2 \times 3 = 12$; Assessment: have learners to practice with more examples.	Give learners task to complete while you go round the class to support those who might need extra help.


Wednesday	<p>Engage learners to cut out some 2D shapes at your start signal.</p> <p>Have learners to paste the cut outs on the classroom wall</p>	<p>Guide Learners to use the prime factorization by inspection to determine the LCM and underlining the largest number of factors in each product $36=2 \times 2 \times 3 \times 3$ $48= 2 \times 2 \times 2 \times 2 \times 3 \rightarrow$ which is $2 \times 2 \times 2 \times 2 \times 3 \times 3 = 144$</p>	
Thursday	<p>Give learners brain teasers to solve.</p> <p>1. A teacher is preparing for a field trip. She assigns 81 students to 3 different buses. How many students are on each bus?</p> <p>2. Ms. Alvarez's class has 33 students. She wants to have 3 equal groups for the activity. How many students are in each group?</p>	<p>Guide Learners to use the prime factorization by inspection to determine the LCM and underlining the largest number of factors in each product $36=2 \times 2 \times 3 \times 3$ $48= 2 \times 2 \times 2 \times 2 \times 3 \rightarrow$ which is $2 \times 2 \times 2 \times 2 \times 3 \times 3 = 144$</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>
Friday	<p>Have learners to create patterns of two objects to making meaning.</p>	<p>Learners place factors in a Venn diagrams to find the HCF and LCM of 36 and 48. i.e. the HCF is product of factors in both circles $\rightarrow 2 \times 2 \times 3 = 12$; and the LCM is product of factors in the diagram $\rightarrow 3 \times 2 \times 2 \times 3 \times 2 \times 2 = 144$</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	Six		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B6.4.1.2.1		
Performance Indicator	Learners can measure the temperature of a body using a thermometer		
Strand	Forces And Energy		
Sub strand	Forces & Movements		
Teaching/ Learning Resources	Balls, tables, chairs, plants, balloons, bottle, bottle opener		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
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)
	Engage learners to dance in moves you instruct them to do Example: i. Dance as slowly as you can while still moving your body for the entire song. ii. who can do the most jumping jacks (or jumps) for the duration of the song. The winner chooses the next move!	Assist learners to reflect on their previous knowledge on heat and temperature (temperature refers to the degree of hotness of a body). Provide clinical and laboratory thermometers or show pictures of different types of thermometers. Learners identify the equipment and where and when it is used.	Have learners to write some interesting facts or terms on a sheet of paper, put it in their pockets and learn it on their way home. Call learners at random to summarize the important points of the lesson. Give learners task to complete at home.
	Play games and sing songs to begin the lesson. Using questions and answers, review learners understanding of the previous lesson.	Guide learners, in groups, to produce their own improvised thermometers using plastic bottles, plastic straws, dyes and water. Some learners share experiences of how their body temperatures were measured on a visit to a health center. Learners demonstrate the use of thermometers to measure temperature of their bodies and that of warm water.	Write 8 to 10 words on the board and have learners find a connection between them. Example: Thermometer Hotness Coldness Temperature Health center

Week Ending			
Class	Six		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 56		
Learning Indicator(s)	B6.4.1.1.2.		
Performance Indicator	Learners can describe skills for resolving conflict in the school, family and community		
Strand	All Around Us		
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 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 in the design challenge game. Give each learner a piece of paper to create something with the paper. Encourage learners to display their final art for appreciation and appraising.	Learners explain domestic violence and conflict. Learners discuss the causes of domestic violence and conflict in the family. Learners share experiences of domestic violence and conflict in the community.	Ask learners to tell you what they have learnt. Let learners summarize the main points of the lesson. Give learners task to complete at home.
	Let learners share their opinions on the debate topic “technology has done more good than harm to education”	Discuss the effects of domestic violence on the family. Learners role play peaceful resolution of conflict in the school, family and community.	Ask learners to tell you what they have learnt. Let learners summarize the main points of the lesson. Give learners task to complete at home.


Week Ending			
Class	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 54		
Learning Indicator(s)	B6 5.1.1.1		
Performance Indicator	Learners can identify the role of children in promoting harmony with other family members.		
Strand	The Family, Authority & Obedience		
Sub strand	Authority & 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>Create a competition and lets learners recite a tongue twister without a mistake Example: <u>Peter Piper</u> Peter Piper picked a peck of pickled peppers A peck of pickled peppers Peter Piper picked; If Peter Piper picked a peck of pickled peppers. Where's the peck of pickled peppers Peter Piper picked?</p>	<p>Revise with learners the roles they can play to promote harmony in the family:</p> <p>Let learners, in pairs or in groups, list roles other family members can play to ensure harmony in the family: relatives must be respectful, obedient, caring, protective, defensive, humble, etc.</p> <p>Ask learners to dramatize or role-play the duties of their grandparents, uncles, cousins, aunts, etc., in molding their character.</p>	<p>Let learners write on a piece of paper the following;</p> <p>3 things they remember in the lesson 2 questions they would their partner to answer. 1 interesting fact of the lesson.</p>

Week Ending	
Class	Six
Subject	HISTORY
Reference	History curriculum Page 44
Learning Indicator(s)	B6.1.1.1
Performance Indicator	Learners can describe the events leading to the emergence of the Fourth Republic
Strand	Independent Ghana
Sub strand	The Republics
Teaching/ Learning Resources	Wall charts, wall words, 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>Create a competition and lets learners recite a tongue twister without a mistake Example: Sea shells 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>Ghana's fourth republic begun in 1992 when a new constitution was introduced. This constitution came into effect on January 7 1993.</p> <p>Using pictures and charts, list the names of all the Presidents of the Fourth Republics and their dates of tenure.</p> <p>JOHN AGYEKUM KUFOUR John Agyekum Kufour as the second president of the republic of Ghana was on 8th December 1938. He had his tertiary education in UK, London and Exeter College, Oxford. After his return from the united kingdoms, he once became the chairman of the Kumasi Asante Kotoko football club. He also represented the Atwima Nwabiagya in parliament in the second and third republics. He stood for the presidential candidate of the NPP against the ruling government NDC led by J.J Rawlings and won the 2000 general elections. John Agyekum Kufour become the second president of the fourth republic and ruled the country for eight years (2001-2008).</p>	<p>Ask learners to tell what they have learnt.</p> <p>Let learners write a summary of the lesson to a class mate who was absent from school.</p> <p>Give learners task to complete at home.</p>
	<p>Engage learners to play the ball game. Write some new words in the lesson on a ball. Throw the ball to learners in turns to form sentences with the word which has their right thumb on.</p>	<p>Ghana's fourth republic begun in 1992 when a new constitution was introduced. This constitution came into effect on January 7 1993.</p> <p>Using pictures and charts, list the names of all the Presidents of the Fourth Republics and their dates of tenure.</p> <p>PROFESSOR JOHN EVANS ATTA MILLS</p>	<p>What have we learnt today?</p> <p>Presidents of the Fourth Republics.</p> <p>Learners must say or write 10 words to express their thoughts of the lesson.</p> <p>Give learners task to complete at home.</p>



Professor John Evans Atta Mills was born on 21st July 1944 in Tarkwa in the Western Region of Ghana. He had his secondary education at the Achimota school and then to the university of Ghana, Legon where he obtained a law degree LLB in 1967. Professor John Evans Atta Mills was appointed by J.J Rawlings to be his running mate in the 1996 elections. He became the presidential candidate for the NDC after Rawlings had served all his terms. He won the 2008 general elections to become the third president of the fourth republic. He remains the only president to have died while in office in the history of Ghana's politics.

Week Ending			
Class	Six		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B6.2.1.1.3.		
Performance Indicator	Learners can study how the artworks of the international performing artists studied reflect the physical and social environments of some communities in the world		
Strand	Performing Arts		
Sub strand	Thinking and Exploring Ideas		
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>Learners sing songs and recite rhymes about work.</p> <p>Learners mention some performing artworks produced in Ghana.</p> 	<p>Get learners to study and explore some performing artworks of international artist. Example: Fela Anikulapo Kuti</p> <p>Fela Anikulapo Kuti was a Nigerian popular musician who played many instruments and who used many instruments in his music. He was composer, a performer and a dance. He was also a human rights activist and which reflected in most of his songs. While in school he formed koola lobitos band. His songs were mostly sung in Nigerian pidgin English.</p> <p>Play one of Fela Anikulapo video clips for learners to watch and listen</p> <p>Let pupils listen attentively to the instrumentations and the patterns</p> <p>Discuss the performance style with learners</p>	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p> <p>Learners retell the history of Fela Anikulapo Kuti in groups</p>
	<p>Call learners to recall some history facts about Fela Anikulapo Kuti</p> <p>Use series of questions to review their understanding in the previous lesson</p>	<p>Guide pupils to develop rhythmic motives from the instrumental patterns</p> <p>Guide pupils to create and expand the motives.</p> <p>Let learners create music with the motives.</p> <p>Record performance of learners</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Learners watch the recorded performance and appreciate their own artworks</p>

Week Ending			
Class	Six		
Subject	GHANAIAI LANGUAGE		
Reference	Ghanaian Language curriculum Page 72		
Learning Indicator(s)	B6.1.10.1.1-3		
Performance Indicator	Learners can recognize and use landmarks to give directions to your school and home		
Strand	Oral Language		
Sub strand	Giving & Following Commands		
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)
	<p>Lead learners to sing a song.</p> <p>Engage learners to play the crossword game</p> <p>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.</p>	<p>Explain to learners what landmarks are.</p> <p><i>A landmark is an object or feature of a place that is easily seen and recognized from a distance, especially one that enables someone to establish their location.</i></p> <p>Ask learners to mention some landmarks that they see in their communities. <i>e.g. church buildings, Mosque, police station, market, hospital etc.</i></p> <p>Show learners a picture of a town with some important landmarks like Bank, church, mosque, big tress etc.</p> <p>Let learners recognize landmarks in their area.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Mention a landmark in the community.</p> <p>Show a picture of a town with some important landmarks like Bank, church, mosque, etc.</p> <p>Lead the learners to recognize the landmarks in the picture.</p> <p>Ask a learner to give directions from the landmark to the home.</p> <p>Assist learners to use other landmarks to give directions to their house.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

	<p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Show a picture of a town with some important landmarks like Bank, church, mosque, etc.</p> <p>Assist learners to use the landmarks to give directions to their school.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
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Week Ending	
Class	Six
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page
Learning Indicator(s)	B6.1.10.1.13
Performance Indicator	Learners can dribble and pass a ball to a partner while being guarded.
Strand	Motor Skill & Movement Patterns
Sub strand	Locomotive Skills
Teaching/ Learning Resources	Pictures and Videos
Core Competencies Personal Development and Leadership Skills	

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>Take learners out to the field.</p> <p>Let learners run or jog within a demarcated area to warm themselves up.</p> <p>Let learners perform some general and specific warm ups.</p>	<p>Arrange five cones with partners standing at the opposite sides about 5m away from the cones facing each other.</p> <p>Learners dribble through the cone freely.</p> <p>Learners dribble while being prevented or guarded by their peers in pairs and in a group.</p> <p>Learners practice base on their capabilities and progress at their own pace.</p> <p>Learners' practice dribbling in handball, football/basketball base on facilities and material available</p>	<p>Have learners to express their satisfaction for the lesson by talking about how they enjoyed the dancing moves of their partners.</p>

Week Ending	
Class	Six
Subject	COMPUTING
Reference	Computing curriculum Page 46
Learning Indicator(s)	B6.6.3.1.1.-5
Performance Indicator	Learners can recognize and explore with resource locators (URLs).
Strand	Word Processing
Sub strand	Surfing The Worldwide Web
Teaching/ Learning Resources	Set of computers connected to the internet
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>Put learners into 2 teams. Let each team present a player who is very good in playing the Zuma game.</p> <p>The first person to finish a level wins. Teams must bring out a new player for each level.</p>	<p>Guide learners to identify what URLs is. Group learners into groups of five or less, to explore on how to recognize URLs so as to aid learners to locate a resource on the web.</p> <p>Give learners a project on how to jump directory to URLs.</p> <p>Guide learners to investigate how to return to a URL.</p> <p>Guide learners to discuss on how to find items on a page. Guide learners present their ideas or findings to class.</p> <p>Guide learners on how to print pages e.g. selected pages, only selected pages etc.</p> <p>NB: This is to help the learner with fundamental principle of problem solving skills and creativity in computing and Computer Science.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>