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## **SAMPLE LESSON NOTES-WEEK 8**

### **BASIC FOUR**

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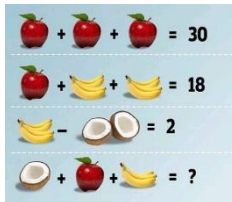
## SCHEME OF LEARNING - WEEK 8

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum	
<b>Learning Indicator(s)</b>		B4.1.10.1.2 B4.2.5.1.1 B4.3.5.1.2 B4.4.15.1.1 B4.5.7.1.1. B4.6.1.1.1	
<b>Performance Indicator</b>		A. Learners can demonstrate awareness of the features of spoken language B. Learners can orally produce single-syllable words C. Learners can use appropriate subject-verb agreement – singular/plural D. Learners can write to friends about personal experiences using appropriate letter formats E. Learners can use prepositions to convey a variety of meanings: F. Learners can read a variety of age- and level appropriate books	
<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	learners sing songs and recite familiar rhymes  <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 pepper s. Where's the peck of pickled peppers Peter Piper picked?	<b>A. <u>ORAL LANGUAGE</u></b> (Presentation)  Demonstrate awareness of the differences between spoken and written forms of language e.g. simple and complex sentence structures  Model reading aloud a level-appropriate story or a paragraph with good pace, stress or intonation.  Read the same story or text aloud with poor pace, stress and intonation.  Put learners into groups to analyze the types of reading and identify which one conveys meaning and why.  Have learners practice reading the story with good pace, stress and intonation.	Give learners task to complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson
Tuesday	Engage learners to play the “Tapping Out” Game.  Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch.	<b>B. <u>READING</u></b> (Blends and Consonant Clusters)  Guide learners to play games like “Tapping Out” to bring out the single-syllable words.  Demonstrate blending by sounding out letters separately and blending/bringing them together into syllables and words. e.g. <b>p-l-o-t</b> = plot,	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Write the blends on a series of small cards, one on each card. Call learners in turns to pick and make the sounds and

	<p>Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.</p>	<p><b>b-l-a-c-k</b> = black <b>g-r-o-w</b> = grow</p> <p>Have learners identify words containing particular blends e.g. <b>bl, br, cr, cl, gr, gl</b></p>	<p>form word with it.</p>
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><b>C. GRAMMAR</b> (verbs)</p> <p>Through discussion and examples help learners to realize rules that govern sentence formation:</p> <ul style="list-style-type: none"> <li>- A Singular subject goes with singular verb. e. g. The boy is in the room.</li> <li>- A Plural subject goes with a plural verb. e. g. The girls are happy.</li> <li>- Collective nouns take singular verb. e. g. The team is playing tomorrow.</li> </ul> <p>Assessment: Provide sentences for groups to identify the subjects and verbs.</p> <p>Have learners write their own sentences to be presented to the class.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Let learners read and spell the keywords written on the board</p>
Thursday	<p>Engage learners to sing songs and recite rhymes</p> <p><b>Sea shells</b> 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><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>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p><b>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (Using Prepositions Pg.64)</p> <p>A preposition is a word, which shows the relationship between one object and the other.</p> <p>Write examples of sentences to illustrate this. e.g. i. The book is <u>on</u> the desk ii. keep this book <u>in</u> your desk. iii. students should put their bags <u>under</u> their desk</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p>

	<p>Engage learners in the "popcorn reading". 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 identify common prepositions (on, in, near, under) in sentences.</p> <p>Let them use these prepositions in sentences.</p> <p><b>F. <u>EXTENSIVE READING</u></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>Ask learners to read some keywords on the board 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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<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		<b>MATHEMATICS</b>	
<b>Reference</b>		Mathematics curriculum Page 16	
<b>Learning Indicator(s)</b>		B4.1.2.2.2	
<b>Performance Indicator</b>		Learners can apply mental mathematics strategies for multiplication,	
<b>Strand</b>		Number	
<b>Sub strand</b>		Number Operations	
<b>Teaching/ Learning Resources</b>		Counters, bundle and loose straws base ten cut square	
<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	Let learners solve this brain teaser 	Determine the products when one factor is a multiple of 10 and 100 by annexing zero or adding zeros  e.g., for $3 \times 200$ think of $3 \times 2$ and then add two zeros  Assessment: Learners to practice with more examples	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task.
Tuesday	Engage learners to sing the song  <u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.	Determine the products when one factor is a multiple 1000 by annexing zero or adding zeros  e.g., for $3 \times 2000$ think of $3 \times 2$ and then add three zeros  Assessment: Learners to practice with more examples	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task.
Wednesday	Engage learners to play the Dice game.  Put learners into pairs and give out two dice to each pair. Have a partner to toss the dice and the other add up the two numbers that shows up.	Apply halving and doubling when determining a given product  e.g., $32 \times 5$ is the same as $16 \times 10$  Assessment: Learners to practice with more examples	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task.
Thursday	Give out number cards (from 1-20) to learners at random. Leaners are to identify numbers based on tally marks, frames, dice, fingers etc. The first child shouts and mention the number on his card and ask for another number. Example, I have 5....Who has 9?	Apply the distributive property to determine a given product involving multiplying factors that are close to multiples of 10  e.g., $29 \times 7 = (30 \times 7) - (1 \times 7) = 203$  Assessment: Learners to practice with more examples	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task.
Friday	Have learners to sing songs and recite familiar rhymes	Apply the distributive property to determine a given product	Ask learners to tell you what they have learnt and


	<u>JOHNNY JOHNNY</u> Johnny, Johnny, yes papa. Eating sugar, no papa. Telling lies, no papa. Open your mouth ha! ha! ha!	involving multiplying factors that are close to multiples of 10  e.g., $29 \times 7 = (30 \times 7) - (1 \times 7) = 203$  Assessment: Learners to practice with more examples	what they will like to learn in the next lesson  Give learners individual or home task.
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<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		<b>SCIENCE</b>	
<b>Reference</b>		Science curriculum Page 5	
<b>Learning Indicator(s)</b>		B4.2.1.2.1	
<b>Performance Indicator</b>		Identify the objects in the sky during day and night	
<b>Strand</b>		Cycles	
<b>Sub strand</b>		Earth Science	
<b>Teaching/ Learning Resources</b>			
<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>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>Ask learners to step outside the classroom and name the objects in the daytime sky</p> <p>Guide learners to identify some objects to see during the day</p> <ul style="list-style-type: none"><li>• <i>The sun</i></li><li>• <i>The moon</i></li><li>• <i>The planets</i></li><li>• <i>Earth-orbiting satellites</i></li><li>• <i>Stars</i></li></ul> <p>Have learners to use markers to color a cut out circular shape to look like the earth.</p> <p>Learners to glue the cut out shape to the center of a paper, labelling it “Day sky”.</p> <p>Have learners to draw and label pictures of objects that can be seen during the day sky.</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</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>Have learners to Identify the differences and similarities in day and night sky.</p> <p>Learners draw Venn diagrams (2 circles then another circle overlapping the two) and put in them the things they see in the night sky, day sky and then in both skies and display their work on the classroom walls.</p> <p>Answer the question: what happens to the sky in a 24-hour cycle? Learners write about the importance of the things they see in the skies.</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>

<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		<b>OUR WORLD OUR PEOPLE</b>	
<b>Reference</b>		OWOP curriculum Page 5	
<b>Learning Indicator(s)</b>		B4.I.4.I.I.	
<b>Performance Indicator</b>		Explain importance of education and work as a responsible citizen	
<b>Strand</b>		All about us	
<b>Sub strand</b>		Home And School	
<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>
	Have learners share what is going on in their lives. You and your learners might talk about plans for the weekends.	Learners in groups talk about the importance of work at home, school and the community.  Learners talk about how education is linked to work <i>e.g. i. Education opens avenues to get work to do.</i> <i>ii. Education opens minds to set up work.</i> <i>iii. Education provides skills to manage work.</i>  Learners identify individuals in their community who have been able to create their own jobs.	Ask questions to review learners understanding of the lesson  Learners to tell what was interesting about the lesson.  Have learners to read and spell the key words written on the board
	Engage learners to sing songs and play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson.	Engage learners to discuss how far they want get with their education.  Highlight on some carrer opportunities learners can have in education.  Share roles and have learners to role play the various careers  Learners compose a song on the importance of education	Ask questions to review learners understanding of the lesson  Learners to tell what was interesting about the lesson.  Have learners to read and spell the key words written on the board





<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		<b>RELIGIOUS &amp; MORAL EDUCATION</b>	
<b>Reference</b>		RME curriculum Page 25	
<b>Learning Indicator(s)</b>		B4. 1.2.1.1	
<b>Performance Indicator</b>		Discuss the effects of human activities on the environment.	
<b>Strand</b>		God’s creation and attributes	
<b>Sub strand</b>		The Environment	
<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>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>Revise with learners to talk about the human activities in the environment.</p> <p>Let learners write the effects of human activities on the environment:</p> <p><i>Human activities affect the environment by contributing to air pollution, or the emission of harmful substances into the air. These toxins can exert tremendous effects on the natural world, leading to environmental degradation and problems like acid rain and harmful algal blooms in the ocean, heat, floods, rain storms, less rainfall, famine, drought, etc.</i></p> 	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>

<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		<b>HISTORY</b>	
<b>Reference</b>		History curriculum Page 22	
<b>Learning Indicator(s)</b>		B4.2.1.1.2	
<b>Performance Indicator</b>		State the factors that led to decline of the Kingdom you have studied.	
<b>Strand</b>		My country Ghana	
<b>Sub strand</b>		The People of Ghana	
<b>Teaching/ Learning Resources</b>		Wall charts, wall words, 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>
	Engage learners to sing songs and play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson.	Revise with learners on some of the major kingdoms in ghana.  In a discussion, led learners to give reasons why some of the Kingdoms declined. E.g. Gonja Kingdom  <i>After years of conquering many territories, Jakpa contemplated fighting the Ashanti's but his men were murdered due to fatigue of war. A raging battle then took place in which Jakpa was shot in the ankle and mortally wounded. The kingdom gradually started falling after his death.</i>	Use series of questions and answers to review learners understanding of the lesson  Ask learners to tell the class what they have learnt.  Call learners in turns summarize the lesson
	Engage learners to sing songs and play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson.	Revise with learners on some of the major kingdoms in ghana.  In a discussion, led learners to give reasons why some of the Kingdoms declined. E.g. Asante kingdom  <i>A series of defeats at the hands of the British gradually weakened and reduced the territory of the Ashanti kingdom. After nearly a century of resistance to british power, the Ashanti kingdom was finally declared a crown colony in 1902 following the uprising known as the Yaa Asantewaa war.</i>  	Ask learners to tell the class what they have learnt.  Call learners in turns summarize the lesson

<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		<b>CREATIVE ARTS</b>	
<b>Reference</b>		Creative Arts curriculum Page 55 & 59	
<b>Learning Indicator(s)</b>		B4 2.4.6.1 B4 2.4.7.1	
<b>Performance Indicator</b>		Develop guidelines for appraising and appreciating own and others' performing artworks	
<b>Strand</b>		Performing Arts	
<b>Sub strand</b>		Appreciating and Appraising(Performing Arts)	
<b>Teaching/ Learning Resources</b>		Photos, videos, art paper, colors and traditional art tools, other materials available in the community	
<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>
	Use questions and answers to review the previous lesson with learners.  Engage learners to play games and sing songs to begin the lesson	The easiest way to understand and appreciate a performance is to develop a relevance and appropriate criteria or checklist.  Guide learners to create a checklist or criteria for appreciating and appraising a performance; ➤ Creative process ➤ Subject matter ➤ Selection and use of instruments and elements ➤ Styles and techniques ➤ Originality or creativity ➤ Use of space ➤ Selection and use of costumes ➤ Symbolism and cultural relevance ➤ Aesthetic qualities ➤ suitability	Use questions to review learners understanding of the lesson.  Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson.
	Engage learners to sing songs and play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson.	Lead a discussion to explain the criteria with learners.  Now let learners use the checklist to appreciate and appraise a previous art performed in class. e.g. Kweku Ananse and the Wisdom Pot.  Put learners into groups and share roles or allow learners to pick up roles for themselves. Invite each group to perform the drama as others observe.  Set up a three member judge to use the checklist or criteria to appraise the performance of each group.	Use questions to review learners understanding of the lesson.  Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson.

<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		<b>GHANAIAIAN LANGUAGE</b>	
<b>Reference</b>		Ghanaian Language curriculum Page 20	
<b>Learning Indicator(s)</b>		B4.4.2.1.1-2	
<b>Performance Indicator</b>		Write a one paragraph story describing a past event.	
<b>Strand</b>		Composition Writing	
<b>Sub strand</b>		Creative/ Free Writing	
<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 play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson.	Let learners sing a popular traditional song they know.  Share the class Readers to learners and ask them to open to a page where there is a passage made up more than one paragraph.  Lead learners to read the passage.  Use the passage to assist learners to recognize a paragraph.	Use questions to review learners understanding of the lesson.  Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson.
	Engage learners to sing songs and play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson.	Narrate a past event to learners and put them into groups to write a one paragraph story describing the event narrated to them.  Show learners a short video.  In groups, let learners discuss the scenes they saw in the movie.  Let learners write a short story on the scene they saw and read their story to the class.  Discuss their stories with them.	Use questions to review learners understanding of the lesson.  Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson.

<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		<b>PHYSICAL EDUCATION</b>	
<b>Reference</b>		PE curriculum Page 50	
<b>Learning Indicator(s)</b>		B4.3.1.3.1:	
<b>Performance Indicator</b>		Perform 15 minutes' brisk walk with music.	
<b>Strand</b>		Physical Fitness	
<b>Sub strand</b>		Aerobic Capacity	
<b>Teaching/ Learning Resources</b>		Pictures and Videos	
<b>Core Competencies:</b> Learners develop personal skills, leadership and fitness			
<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>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>Learners warm-up to begin activities.</p> <p>Learners swing their arms by walking briskly within a demarcated area at their own pace.</p> <p><i>Walking at a brisk pace means you'll be walking faster than you would normally.</i></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>COMPUTING</b>	
<b>Reference</b>		Computing curriculum Page 3	
<b>Learning Indicator(s)</b>		B4.1.2.1.2.	
<b>Performance Indicator</b>		Demonstrate how to Personalize the Desktop Background	
<b>Strand</b>		Introduction To Computing	
<b>Sub strand</b>		Introduction to MS Windows Interface	
<b>Teaching/ Learning Resources</b>		Projected examples of personalized desktop background	
<b>Core Competencies:</b> Creativity and innovation. 2. Communication and collaboration. 3. 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>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>Show projected examples of personalized Desktop Background to learners with the aid of a projector or pictures.</p>  <p><i>Desktop personalization is the process of adjusting the look, feel and organization of the windows end-user experience. It involves desktop backgrounds, window color schemes, sounds and screen savers.</i></p> <p>Guide learners to personalize the Desktop Background using the required tools and settings.</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>