


A dark green vertical bar runs down the left side of the page. A light green arrow points to the right, overlapping the bar.

SAMPLE LESSON NOTES-WEEK 4
BASIC FIVE

Several thin, dark green lines curve upwards from the bottom left corner, resembling blades of grass.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 4

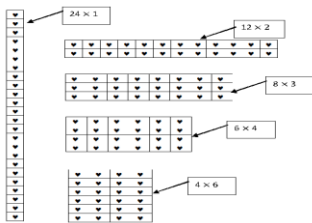
BASIC FIVE







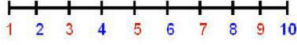










Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.3.1.2. B5.2.7.1.1 B5.3.2.1.2. B5.4.9.1.1. B5.5.3.1.2.	
Performance Indicator		<p>A. Learners can relate values in poems to day-to-day life.</p> <p>B. Learners can construct meaning from text read.</p> <p>C. Learners can Identify and use quantifiers to show qualities</p> <p>D. Learners can select a topic of choice on issues in their community, brainstorm and organize ideas before writing.</p> <p>E. Learners can Identify and use proper nouns to refer to festivals.</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>MAN IN THE MOON CAME DOWN TOO SOON</u> The man in the moon, Came tumbling down, And asked his way to Norwich; He went by the south, And burned his mouth While supping cold plum porridge.</p>	<p>A. <u>ORAL LANGUAGE</u> (Poems)</p> <p>Ask learners to recite some poems already learnt. Write out a new poem on the board. Teach the meaning and pronunciation of the key words in context.</p> <p>Lead learners to read the poem line by line and discuss with them the meaning of the whole poem.</p> <p>Recite the poem with pupils line by line, clapping and tapping out the rhythm.</p> <p>Together with learners identify and discuss some values in the poem, e.g. patience, love, patriotism etc.</p> <p>Have learners relate the values to real life situations and experiences</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>
Tuesday	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>JACK A NORRY</u> I'll tell you a story About jack-a-Nory, And now my story's begun;</p>	<p>B. <u>READING</u> (Comprehension Pg.99)</p> <p>Choose different texts for learners to make meaning from using the different strategies they are familiar with: – Use of prior experience.</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>

	I'll tell you another, About jack and his brother, And now my story is done.	<ul style="list-style-type: none"> - Making predictions - Contextual meaning of vocabulary to connect with the other words to make meaning. 	
Wednesday	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>IF ALL THE WORLD WERE PAPER</u> If all the world were paper, And all the sea were ink, If all the trees were bread and cheese What would we have to drink?</p>	<p>C. GRAMMAR (Determiners Pg. 109)</p> <p>Introduce other types of determiners like each, both, and all.</p> <p>Let learners read the sentences containing these determiners and explain the sentences.</p> <p>Provide a text and let learners identify the determiners in a group activity.</p> <p>Provide a context containing quantifiers. With examples help learners to identify them. e.g. i. Numerals ii. Ordinals (first, second, third); iii. Some few/little etc iv. No/both, all, each/every.</p> <p>Help learners to use the quantifiers in sentences</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>
Thursday	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>HICKETY PICKET, MY BLACK HEN</u> Hickety, picket, my black hen, She lays eggs for gentleman; Sometimes nine, sometimes ten, Hickety picket, my black hen.</p>	<p>D. WRITING (Writing as a Process)</p> <p>Scaffold the writing process. i. Pre-writing</p> <p>Have learners select and discuss topics of interest on issues in their community with their partners.</p> <p>Have learners use strategies such as brainstorming and mind map to generate as many ideas as possible about the topics.</p> <p>Have them organize the ideas into a writing plan using an outline, a chart or appropriate graphic organizer.</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>Engage learners to sing songs and recite some familiar rhymes.</p> <p>Hark, hark! The dogs do bark Hark, hark! The dogs do bark The beggars are coming to town Some in rags, and some in jags, And some in velvet gowns.</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Naming words Pg. 140)</p> <p>Proper nouns Introduce the concept in context. e.g. Christmas is coming. The people of Ga celebrate Homowo.</p> <p>Count and non-count nouns.</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>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>Revise the concept of proper nouns and common nouns giving and eliciting several examples.</p> <p>Provide a text and let learners identify count and non-count nouns.</p> <p>Have groups use the nouns identified in simple sentences.</p> <p>Invite groups to present their work. Communication</p> <p>F.EXTENSIVE READING Have learners read independently books of their choice during the library period.</p> <p>Assessment: Ask learners to write a-three-paragraph summary of the book read</p>	<p>Invite individuals to present their work to the class for feedback.</p> <p>Have learners to draw parts of the story</p>
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Week Ending																		
Class	Five																	
Subject	MATHEMATICS																	
Reference	Mathematics curriculum Page 62-64																	
Learning Indicator(s)	B5.1.1.3.1-3																	
Performance Indicator	<ul style="list-style-type: none"> ❖ Learners can identify the factors of whole numbers 1 - 100 ❖ Learners can generate and identify prime numbers and composite numbers between 1 and 100 ❖ Learners can identify even and odd numbers between 1 and 100 																	
Strand	Number																	
Sub strand	Counting, Representation & Cardinality																	
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>Learners must count in reverse, numbers in a range continuously without breaking. For example from (20 – 1).</p> <p>Divide the class into groups. One person from each group countdown the range without breaking.</p> <p>The group with the highest score wins!</p>	<p>Ask learners to use different arrangements of arrays of objects to find factors of whole numbers 1 – 100.</p> <p>For instance the factors of 24 can be obtained from the following arrays of objects.</p>  <p>Ask learner to collect from the arrays, pairs of number as the factors of the given number, 24. Hence the set of factors of $24 = \{1, 2, 3, 4, 6, 8, 12, 24\}$</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>															
Tuesday	<p>Engage learners to solve this brain teaser</p> <p>A farmer has 19 sheep on his land. One day, a big storm hits and all but seven run away. How many sheep does the farmer have left?</p> <p>Answer: 7</p>	<p>Ask learners to use different arrangements of arrays of objects (or the factorization method) to find factors of the first 30 whole numbers and use their results to complete the table below.</p> <p>Have learners identify prime numbers; i.e. number with only two factors, 1 and the number itself; other are composite</p> <table border="1" data-bbox="673 1638 1015 1806"> <thead> <tr> <th>Number</th> <th>Factors</th> <th>Number of factors</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>1, 2</td> <td>2</td> </tr> <tr> <td>3</td> <td>1, 3</td> <td>2</td> </tr> <tr> <td>4</td> <td>1, 2, 4</td> <td>3</td> </tr> </tbody> </table>	Number	Factors	Number of factors	1	1	1	2	1, 2	2	3	1, 3	2	4	1, 2, 4	3	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
Number	Factors	Number of factors																
1	1	1																
2	1, 2	2																
3	1, 3	2																
4	1, 2, 4	3																
Wednesday	Engage learners to sing the song	Ask learners to use different arrangements of arrays of objects (or the factorization method) to find	Ask learners to tell you what they have learnt and what															

	<p><u>WE CAN COUNT</u> We class five We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.</p>	<p>factors of the first 30 whole numbers and use their results to complete the table below.</p> <p>Have learners identify prime numbers; i.e. number with only two factors, 1 and the number itself; other are composite</p> <table border="1" data-bbox="670 317 1086 485"> <thead> <tr> <th>Number</th> <th>Factors</th> <th>Number of factors</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>1,2,5,10</td> <td>4</td> </tr> <tr> <td>15</td> <td>1,3,5,15</td> <td>4</td> </tr> <tr> <td>20</td> <td>1,2,4,5,10,20</td> <td>6</td> </tr> <tr> <td>30</td> <td>1,2,3,5,6,15,30</td> <td>7</td> </tr> </tbody> </table>	Number	Factors	Number of factors	10	1,2,5,10	4	15	1,3,5,15	4	20	1,2,4,5,10,20	6	30	1,2,3,5,6,15,30	7	<p>they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>			
Number	Factors	Number of factors																			
10	1,2,5,10	4																			
15	1,3,5,15	4																			
20	1,2,4,5,10,20	6																			
30	1,2,3,5,6,15,30	7																			
<p>Thursday</p>	<p>Engage learners to solve this number pattern</p> <p>If: $2+2=4$ $3+3=9$ $4+4=16$ $5+5=25$</p> <p>Then: $6+6=?$</p> <p>Answer: 36</p>	<p>In convenient groups, have learners use the “Sieve of Eratosthenes” to identify prime numbers between 1 and 100, i.e. dividing through by whole numbers starting from 2; numbers that cannot be divided by other numbers except the number itself are prime numbers</p> 	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>																		
<p>Friday</p>	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Ask learners to use arrangements of two arrays of objects to find even and odd numbers between 1 and 100</p> <table border="0" data-bbox="670 1062 878 1276"> <tr> <td>Even</td> <td></td> <td>Odd</td> </tr> <tr> <td>10</td> <td></td> <td>9</td> </tr> <tr> <td>8</td> <td></td> <td>7</td> </tr> <tr> <td>6</td> <td></td> <td>5</td> </tr> <tr> <td>4</td> <td></td> <td>3</td> </tr> <tr> <td>2</td> <td></td> <td>1</td> </tr> </table> <p>Ask learner to collect from the arrays, pairs to skip count in twos starting from 1 to generate odd numbers, and skip count in twos starting from 2 to generate even numbers.</p> 	Even		Odd	10		9	8		7	6		5	4		3	2		1	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
Even		Odd																			
10		9																			
8		7																			
6		5																			
4		3																			
2		1																			

Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page 18		
Learning Indicator(s)	B5.1.2.2.1		
Performance Indicator	Learners can know that some changes are reversible, while others cannot be reversed		
Strand	Diversity of matter		
Sub strand	Materials		
Teaching/ Learning Resources	candle wax, shea butter, water, paper		
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)
	Engage learners in the mystery box game The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it. The student who guess right wins, and hence introduce the lesson.	Provide substances such as candle wax, shea butter, water, paper and a source of heat. In groups learners undertake the following activities (e.g. melting of candle wax, melting of ice, melting of shea butter, heating of water, crumpling of paper, melting of plastics, burning of paper, burning of wood, etc.). Learners, in their groups, talk about their observations and present their findings to the whole class.	What have we learnt today? Reversible and irreversible changes Have learners to summarize the important points in the lesson.
	Put students into groups of three 3 and number them 1-3. Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group. The group who explains well wins	Assist learners to classify the activities as (1) lead to the formation of a new thing, (2) no new thing formed. Assist learners to understand that changes where no new thing is formed are reversible, while changes where new things are formed are usually not reversible. Have learners to come up with different examples of changes that are reversible or irreversible.	What have we learnt today? Reversible and irreversible changes Have learners to summarize the important points in the lesson

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B5.1.2.1.1.		
Performance Indicator	Describe changes that occur during adolescence		
Strand	All About Us		
Sub strand	Myself		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>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>Revise with learners on the definition of adolescent.</p> <p>Learners bring out the physical changes in boys.</p> <p>Brainstorm from learners some physical changes in girls e.g. development of breast, broadening of hips, growth of armpit and pubic hair, onset of ovulation and menstruation, acquisition of excess energy, growth in height and weight, acne (pimples) on the face.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<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>Engage learners to discuss other changes other than physical changes in adolescent boys and girls.</p> <p>Some emotional and psychological changes in both boys and girls e.g. easily irritated (anger), worry/fear, love (strong attachment to the opposite sex), shyness, excitement, happiness/sadness, adventurous</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5.1.1.1.3		
Performance Indicator	Mention why individuals should maintain their God-given gifts of form and color		
Strand	God's Creation & Attributes		
Sub strand	God The Creator		
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>Revise learners RPK by engaging them in the 'guess what' game.</p> <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>Let learners give reasons why they should maintain their God-given form and color God has a purpose for creating everybody as they are. No-one creates himself or herself. Our bodies serve as the Temple of God.</p> <p>Let learners discuss possible purposes for which each one is created in a unique form.</p> <p>Use pictures or video clips (where possible) to demonstrate the effects of destroying our bodies.</p> <p>Put learners in groups to discuss how to maintain their God-given form and color and not to deform their bodies.</p> <p>We should be proud of how we were created.</p> <p>We should avoid bleaching the skin.</p>	<p>What have we learnt today?</p> <p>Maintaining our God-given gifts of form and color.</p> <p>Assessment: Group learners into three, appoint a leader from each group to act as the teacher.</p> <p>Ask them to summarize what was covered in the lesson. The class is allowed to pose questions to the leaders</p>

Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B5.2.1.1.1 B5.2.1.1.2		
Performance Indicator	Describe some ancient towns in Ghana.		
Strand	My Country Ghana		
Sub strand	The People Of Ghana		
Teaching/ Learning Resources	Pictures of past events of the school, community and Ghana		
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>Tell learners stories about how our ancestors lived</p> <p>Have learners to watch videos of how our ancestors lived.</p> <p>Have learners to about parts of the video that interest them</p>	<p>Identify the kinds of food they ate, the clothes they wore and how they travelled etc.</p> <p>Compare life today to life in ancient days. E.g. Food eaten, Clothes worn, Mode of travel, buildings Communication, Trading, Professions and Technology.</p> <p>Produce a photo album (Tactile photo album for visually impaired) of family members including learners</p> <p>Learners appreciate how things have changed as a matter of time</p>	<p>What have we learnt today?</p> <p>How our ancestors lived</p> <p>Have learners to summarize the important points in the lesson</p>
	<p>Have learners write on a sheet of paper the following</p> <p>Which were the ancient towns in Ghana?</p> <p>Where were they located?</p> <p>Who founded them?</p>	<p>Which were the ancient towns in Ghana? Where were they located? Who founded them?</p> <p>List some ancient towns and places in Ghana (Begho, BonoManso, Dawhenya, Eguafo, Kintampo, Salaga, Daboya)</p> <p>Locate some of these towns and places on a map of Ghana</p> <p>Use the internet to learn about these places and share in class</p> <p>Show and discuss pictures of some of these towns and places</p>	<p>What have we learnt today?</p> <p>Ancient towns in Ghana</p> <p>have learners to summarize the important points in the lesson</p>

Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B5.2.2.2.1 B5.2.2.3.1		
Performance Indicator	Learners can create own performing artworks based on own ideas, knowledge and understanding of artworks		
Strand	Performing Arts		
Sub strand	Planning, Making and Composing (Performing Arts)		
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>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 are to explore the local environment to select available instruments, equipment, etc that are good for composing and performing music, dance, drama, poems, appellations, etc.</p> <p>In groups engage learners to create compositions of some Ghanaian artists.</p> <p>Learners to display their artworks for appreciation.</p> <p>Discuss and share their experiences through peer review</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<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 are to demonstrate basic knowledge and skills in the use and application of the elements and principles of performing arts.</p> <p>Let learners make own compositions based on reflective memory of the history and culture of a selected group of Africans.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending	
Class	Five
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page 42
Learning Indicator(s)	B5.2.4.1.1-2
Performance Indicator	Read and recognize diagraphs in words found in paragraphs.
Strand	Reading
Sub strand	Phonics: letter and sound knowledge
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>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>Ask learners to mention some sounds of the letters of the alphabet.</p> <p>Write down some of these sounds on the board.</p> <p>Select one sound and lead learners to form words using that sound.</p> <p>Read to learners words with familiar sounds.</p> <p>Assist learners to read and recognize word with familiar sounds at word medial.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<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>Let learners mention some words and write them on the board.</p> <p>Group the words into two: those without diagraphs and those with diagraphs.</p> <p>Write out the diagraphs on the board and pronounce them to the hearing of learners.</p> <p>Assist learners to recognize diagraphs in the words in a given paragraph.</p> <p>Call learners to write the diagraphs identified from the words on the board.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p>	<p>Let learners mention some words and write them on the board.</p>	<p>Ask learners to summarize what they have learnt.</p>

	<p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Divide the words into syllables and discuss with learners.</p> <p>Allow learners to use some of the syllables to form new words.</p> <p>Let learners say the words to the class and write some on the board.</p> <p>Assist learners to blend two or more syllables to form words and read them</p>	<p>Let learners say 5 words they remember from the lesson.</p>
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Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B5.1.5.1.4		
Performance Indicator	Perform simple small-group balance stunts by distributing weight and base of support		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative skills		
Teaching/ Learning Resources	Videos and pictures		
Core Competencies: Learners personal skills and core competencies such as concentration, precision, coordination strength, balance			
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)
	Take learners through 5 minutes jogging to warm the body up	Demonstrate as learners observe Guide Learner to stand straight and hold on to another person. Stand slowly on tip toe and move as high as possible and distribute body weight on toes. Organize competition for learners and use time to declare winners base on how long a member of the group loses a balance.	Have learners to practice individually and in groups. Help those who finds it difficult and help them Assessment: Organize mini game for learners for fun and enjoyment. Take learners through cool down to end the lesson

Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page 13		
Learning Indicator(s)	B5.1.2.1.1.-2		
Performance Indicator	Recognize and Personalize the Desktop Background and edit its images		
Strand	Introduction To Computing		
Sub strand	Introduction To MS-Windows Interface		
Teaching/ Learning Resources	Computer, Laptop, Smartphone		
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>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>Guide learners to create their own background picture using any application (e.g. paints).</p> <p>Guide them to use it as background picture.</p> <p>Background using Change Background, Start menu and Pin to taskbar or start menu.</p> <p>Guide learners to identify and use task bar, start menu, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>