

A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

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

A series of thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating an abstract, organic shape.

Fayol Inc.  
0547824419/0549566881

## SCHEME OF LEARNING- WEEK 11

### BASIC FIVE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B5.1.10.3.4. B5.2.10.1.1. B5.3.10.1.1. B5.4.15.1.1. B5.5.10.1.1. B5.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can support ideas and points of view by integrating selected visual and audio resources.</p> <p>B. Learners can summarize level-appropriate texts/passages orally.</p> <p>C. Learners can use prepositions to convey a variety of meanings.</p> <p>D. Learners can write to friends about events using appropriate letter formats.</p> <p>E. Learners can use phonics knowledge to spell words.</p> <p>F. Learners can read a variety of age- and level appropriate books.</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards and a class library	
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Learners to sing songs and play games to get them ready for the lesson</p> <p><b><u>There Was a Crooked Man"</u></b> There was a crooked man, and he walked a crooked mile. He found a crooked sixpence upon a crooked stile. He bought a crooked cat, which caught a crooked mouse, And they all lived together in a little Crooked house.</p>	<p style="text-align: center;"><b>A. <u>ORAL LANGUAGE</u></b></p> <p>Through discussion, guide learners to select facts and ideas from one or more sources such as print sources and non-print sources appropriate to the purpose, audience, context and culture.</p> <p>Encourage learners to ask questions for clarity.</p> <p>Select a sample written speech and through discussion help learners to identify discourse markers E.g. "Let us look at," also, " To sum up," "Finally".</p> <p>Learners write and use the appropriate words in both formal and informal situations.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to solve this riddle</p> <p>There are three houses. One is red, one is blue and one is white. If the red house is to the left of the house in the middle, and the blue house is to the right of the house in the middle, where is the white house?</p>	<p style="text-align: center;"><b>B. <u>READING</u></b></p> <p>Present learners with a level appropriate passage. Help them through the difficult words by explaining them in context.</p> <p>Learners identify the most important ideas in the passage read and restate them in their own words.</p> <p>E.g. i. Can you retell the story? ii. Who are the main characters?</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>iii. What is the setting? iv. What are the main events? (use herringbone or story map as strategies)</p>	
Wednesday	<p>Gather 20 objects that can be found in the classroom and lay them all out on the desk. Show them all to the students and then cover everything with a blanket or a sheet after one minute.</p> <p>Ask the students to write down as many items they remember on a piece of paper.</p> <p>Write a list of the items on the chalkboard and allow students to self-correct.</p>	<p><b>C. GRAMMAR</b></p> <p>Write examples of sentences to illustrate this.</p> <p>Have learners identify common prepositions (on, in, near, under) in sentences. Let them use these prepositions in sentences.</p> <p>Introduce prepositions that show support or opposition in context. E.g. for you, against you.</p> <p>Let them identify these prepositions in texts they have read e.g. reading passages, stories, etc.</p> <p>Learners now write their own sentences with the prepositions.</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>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p><b>D. WRITING</b></p> <p>In groups learners are given samples of friendly letters.</p> <p>Let them brainstorm and write the important features of the letter and other special things they identify in the letters.</p> <p>Learners present their information to the whole class to guide the class to learn about such letters.</p> <p>Guide learners in their groups to choose an imaginary friend they want to write to.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Engage learners in a debate on the topic. "should children be allowed to watch television or not at all"</p>	<p><b>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (Spelling)</p> <p>In groups, learners plan a spelling activity. Each selects a number of words. Learners create a context E.g. i. It is eaten at Christmas. ii. It is made of flour, eggs, sugar etc. iii. It is baked.</p> <p>Learners identify the word, say it, spell and use it in a sentence. This is a writing activity that can be done among two groups.</p> <p>The scores are recorded and the champions rewarded.</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 style="text-align: center;"><b><u>F.EXTENSIVE READING</u></b></p> <p>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>
--	--	---	--

<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	<b>MATHEMATICS</b>
<b>Reference</b>	Mathematics curriculum Page 108
<b>Learning Indicator(s)</b>	B5.4.1.2.1. B5.4.1.2.2
<b>Performance Indicator</b>	Learners can draw double bar graphs
<b>Strand</b>	Geometry And Measurement
<b>Sub strand</b>	Data Collection & Organization
<b>Teaching/ Learning Resources</b>	Class registers, school based assessment
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>																					
Monday	<p>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>Give students data presented in a table about the tallest tree of each species in the Ghana.</p> <table border="1"> <thead> <tr> <th colspan="2">Tallest Trees</th> </tr> <tr> <th>Tree</th> <th>Height in Feet</th> </tr> </thead> <tbody> <tr> <td>White Pine</td> <td>160</td> </tr> <tr> <td>Black Cherry</td> <td>115</td> </tr> <tr> <td>White Ash</td> <td>145</td> </tr> <tr> <td>Red Spruce</td> <td>130</td> </tr> <tr> <td>Sugar Maple</td> <td>135</td> </tr> <tr> <td>Red Pine</td> <td>115</td> </tr> </tbody> </table>	Tallest Trees		Tree	Height in Feet	White Pine	160	Black Cherry	115	White Ash	145	Red Spruce	130	Sugar Maple	135	Red Pine	115	<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 may need special help.</p>					
Tallest Trees																								
Tree	Height in Feet																							
White Pine	160																							
Black Cherry	115																							
White Ash	145																							
Red Spruce	130																							
Sugar Maple	135																							
Red Pine	115																							
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>Give students data presented in a table on rainfall in mm for two towns to draw a double bar graph complete with title, labelled axes, key.</p> <table border="1"> <thead> <tr> <th></th> <th>January</th> <th>February</th> <th>March</th> <th>April</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td>Kumasi</td> <td>5</td> <td>10</td> <td>15</td> <td>20</td> <td>50</td> <td>45</td> </tr> <tr> <td>Oda</td> <td>3</td> <td>10</td> <td>13</td> <td>25</td> <td>40</td> <td>50</td> </tr> </tbody> </table>		January	February	March	April	May	June	Kumasi	5	10	15	20	50	45	Oda	3	10	13	25	40	50	<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 may need special help.</p>
	January	February	March	April	May	June																		
Kumasi	5	10	15	20	50	45																		
Oda	3	10	13	25	40	50																		
Wednesday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class five We can count</p>	<p>Give students more paired data presented in tables.</p> <p>Ask them to study the paired data in the tables and ask them questions based on them. Also ask them to write questions for their friends to</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p>																					

	<p>We count 1,2,3,4,5  We count 6,7,8,9,10  We class five can count very well.</p>	<p>read and interpret the data. For instance some questions can be</p> <p>(i) In which subject was Fusena's worse performance?  (ii) How many pupils are in the upper primary classes in Presby?  (iii) When was the best day for Senasco shop?</p>	<p>Give remedial learning to those who may need special help.</p>
Thursday	<p>Engage learners to solve this number pattern</p> <p>If: <math>2+2=44</math>  <math>3+3=96</math>  <math>4+4=168</math>  <math>5+5=2510</math></p> <p>Then: <math>6+6=?</math></p> <p>Answer: 3612</p>	<p>Ask learners to draw double bar graphs complete with title, labelled axes, key for the paired data presented in the tables on</p> <p>(i) percentage test scores of 2 students;  (ii) enrolment in 2 schools in a town; sales of two of bread in two shops in a week; etc. used in a variety of print and electronic media, such as newspapers, magazines, and the internet.</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 may need special help.</p>
Friday	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Provide opportunities for learners to access, read and interpret examples of double bar graphs used in a variety of print and electronic media, such as newspapers, magazines and the internet</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 may need special help.</p>

<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	<b>SCIENCE</b>
<b>Reference</b>	Science curriculum Page 32
<b>Learning Indicator(s)</b>	B5.5.4.1.1
<b>Performance Indicator</b>	Identify the impact of deforestation on climate change
<b>Strand</b>	Humans & The Environment
<b>Sub strand</b>	Climate Change
<b>Teaching/ Learning Resources</b>	Pictures and charts.
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition</p>	<p>Put learners into groups and let them discuss the importance of trees in the environment.</p>  <p>Take them on a trip around the school environs and help them to appreciate the importance of trees such as provision of shade, food, fresh air, production of rain, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Learners brainstorm on what will happen if people continuously cut down trees.</p> <p>The loss of trees and other vegetation can cause climate change, desertification, soil erosion, fewer crops, floods and increased greenhouse gases in the atmosphere.</p> 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 41		
<b>Learning Indicator(s)</b>	B5.5.1.1.1		
<b>Performance Indicator</b>	Describe the economic exchanges between Ghana and her neighbors		
<b>Strand</b>	My Global Community		
<b>Sub strand</b>	Our Neighboring Countries		
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Play games and sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p>	<p>Learners watch picture/videos of economic exchanges between Ghana and her neighbors e.g. trade, work.</p> <p>Learners describe the types of goods exchanged between Ghana and her neighbors e.g. tomatoes, onions, clothes</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p>	<p>Learners write essays on the importance of the exchange of goods e.g. for food, clothes</p> <p>Learners to role-play some of the economic exchanges between Ghana and her neighbors.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B5 5.2.1.1:		
<b>Performance Indicator</b>	Discuss the importance of being a responsible member of the family.		
<b>Strand</b>	The Family, Authority & Obedience		
<b>Sub strand</b>	Roles Relationship in the family & Character Formation		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Play games and sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p>	<p>Assist learners to explain a responsible person in the family.</p> <p>Let learners describe attitudes and behaviors that show that a person is responsible.</p> <p>Ask learners to describe a responsible family member:</p> <ul style="list-style-type: none"> <li>- show commitment in family taking activities,</li> <li>- obedience to elders of the family,</li> <li>- respect for family members,</li> <li>- accepting responsibility (performing assigned duties),</li> <li>- taking initiatives,</li> <li>- helping needy relatives, etc.</li> </ul>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 38		
<b>Learning Indicator(s)</b>	B5.5.3.1.1		
<b>Performance Indicator</b>	Explain why people were unhappy in the country after the Second World War		
<b>Strand</b>	Journey to Independence		
<b>Sub strand</b>	The 1948 Riots		
<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>
	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	Show and discuss a documentary on the general state of affairs after the Second World War. –failure to honor the promises to the ex-servicemen, lack of adequate housing and high cost of imported goods etc.  Discuss with learners when the when was the Second World War fought and highlights in the documentary.	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
	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	Learners to elaborate on what promises were made to the Gold Coast soldiers who fought in the war  Discuss with learners why were people unhappy after the war?  Discuss how government handled their grievances at the time.	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

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B5.2.3.4. B5.2.3.5.		
<b>Performance Indicator</b>	Learners can plan a display of own portfolio of artworks to educate and share creative experiences of artworks		
<b>Strand</b>	Visual Arts & Performing Arts		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, 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>
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Guide learners to plan an arrangement of own artworks to share, educate and inform the public on topical issues of the local community.</p> <p>Learners should select a theme for their art. E.g. go green or save trees.</p>  <p>Learners should plan their art in a sketch form.</p>	<p>Teacher moves round the class to monitor the progress of learners in their sketches.</p> <p>Encourage learners to come out with good sketches.</p> <p>Give out manual invitations cards to learners to be given to their parents.</p>
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Organize a place for the exhibition.</p> <p>Invite other teachers to witness the artwork. Set the stage for learners to display their artwork.</p> <p>Evaluate individual art and allow pupils to talk about them in the form of appraisal.</p> <p>Discuss the moral lessons in the song.</p>	<p>Appreciate and thank parents for their presence.</p> <p>Let learners organize themselves to clean up the place after the exhibition.</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 61		
<b>Learning Indicator(s)</b>	B5.5.6.1.1-3		
<b>Performance Indicator</b>	Learners can exhibit knowledge of different types of conjunctions in writing.		
<b>Strand</b>	Writing Conventions/ Usage		
<b>Sub strand</b>	Use Of Simple & Compound Sentences		
<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>
	<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 form simple sentences.</p> <p>Let them read the sentences as a group.</p> <p>Use simple sentences to form compound sentences on the board.</p> <p>In groups, let learners form compound sentences from simple sentences.</p> <p>Let learners present their sentences to the class.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Hot Cross Buns</u> Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!</p>	<p>Let learners form simple sentences and read them to the class.</p> <p>Discuss conjunctions with learners. Write some conjunctions on the board and lead learners to say them.</p> <p>Use different types of conjunctions to form sentences.</p> <p>Let learners form sentences using the conjunctions.</p> <p>Let learners understand different types of conjunctions in writing.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Round and Round the Garden</u> Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.</p>	<p>Use different types of conjunctions to form sentences.</p> <p>In pairs, let learners form compound sentences with conjunctions and read their sentences to the class</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 55		
<b>Learning Indicator(s)</b>	B5.5.4.5.4		
<b>Performance Indicator</b>	Distinguish between acts of physical courage and physically reckless acts.		
<b>Strand</b>	Values And Psycho-Social Concepts		
<b>Sub strand</b>	Group Dynamics		
<b>Teaching/ Learning Resources</b>	Pictures and Videos		
<b>Core Competencies:</b> learners develop personal and social skills such as cooperation, fair- play, peace, teamwork and cooperation.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Learners identify the difference between physical courage as taking action but care and physically reckless as taking action without care.</p> <p>The former has the key characteristics of observing the rules of the game or sports.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>COMPUTING</b>		
<b>Reference</b>	Computing curriculum Page 28		
<b>Learning Indicator(s)</b>	B5.6.10.1.1.-2		
<b>Performance Indicator</b>	Learners can recognize rules that governs the use of the internet.		
<b>Strand</b>	Internet And Social Media		
<b>Sub strand</b>	Network Etiquette		
<b>Teaching/ Learning Resources</b>	Mobile phones, Computer sets, modem and Pictures		
<b>Core Competencies:</b> Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Show learners pictures or short videos on current trends of technology in the world.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Guide learners to explain digital footprint. <i>Digital footprints is the digital evidence of a person's activities and interactions with others on the internet, mobile devices, etc.</i></p> <p>Illustrate how to keep some information from public when using the internet. e.g. i. <i>Not disclosing your passwords to others</i> ii. <i>do not scam</i> iii. <i>avoid phishing</i></p> <p>Guide learners to avoid posting personal information.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>