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BASIC FOUR

WEEK SEVEN (7)

WEEKLY SCHEME OF LEARNING-

Name of school.....

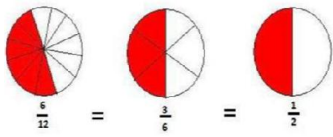
Week Ending	25 th October, 2019.		
Class	Four		
Subject	ENGLISH LANGUAGE		
Reference	English language curriculum Page		
Learning Indicator(s)	B4.1. 3.1.3 B4.2.3.1.2 B4.3.3.1.1 B4. 4.6.1.2 B4.5.3.1.3 B4.6.1.1.1		
Performance Indicator	<ul style="list-style-type: none"> A. Learners can compose four-line poems B. Learners can read words with digraphs to make meaningful sentences C. Learners can identify and use different types of pronouns: “Personal” – to identify people, activities and objects D. Learners can identify the main idea and minor ideas/supporting details in a paragraph E. Learners can Identify and use collective nouns to refer to a group of objects and people F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read 		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
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)

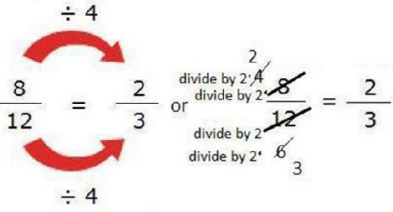
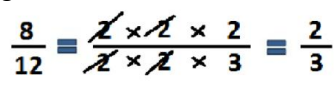
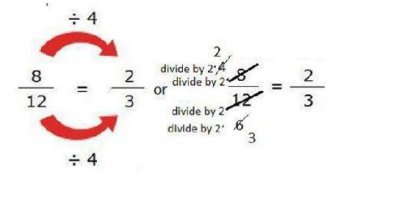
<p>Monday</p>	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>ONE LITTLE FINGER</u> One little finger, One little finger Two little fingers, tap, tap, Tap! Point to the ceiling, point to the floor, Put them on your head, Head!</p>	<p>A. ORAL LANGUAGE</p> <p>Guide learners with examples to choose a suitable topic and contribute suitable lines to it.</p> <p>Write learner’s contributions to the topic on the board.</p> <p>Re-arrange sentences in a logical order to form a simple poem.</p> <p>In turns, learners read the poem for enjoyment.</p>	<p>Review the lesson with learners</p>
	<p><i>(continue by pointing to other parts of the body)</i></p>	<p>Note: Learners should not be made to commit new poems to memory on the same day. <i>(It should be spaced over a number of lessons).</i></p>	
<p>Tuesday</p>	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>MISS POLLY HAD A DOLLY</u> Miss Polly had a dolly who was sick, sick, sick. So she called for the doctor to be quick, quick, quick. The doctor came in with his bag and his hat. And he knocked on the door with rat-a-tat-tat. He looked at the dolly and he shook his head And he said “Miss Polly, put her straight to bed” He wrote on a paper for a pill, pill, pill. I’ll be back in the morning if the dolly’s still ill x2</p>	<p>B. READING</p> <p>Through brainstorming have learners come up with as many words that belong to a particular digraph. Have learners identify these digraphs as they read.</p> <p>Have learners hunt for these words and build a portfolio on them. Ask learners to identify digraphs in simple sentences.</p> <p>E.g. The girls shouted. (sh as in shout)</p> <p><i>Note: Common digraphs include ch, ck, gh, gr, sch, sc</i></p> <p>Assessment: Learners form their own sentences using words with digraphs</p>	<p>Review the lesson with learners</p>

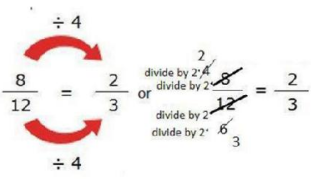
<p>Wednesday</p>	<p>Engage learners to play “Around the world” game.</p> <p>Children sit in a circle. One child stands and faces another child. The teacher asks a question e.g. what sound is at the end of "sun" or give a word that rhymes with "cat". Whichever child (of the two facing each other) answer most quickly goes and stands in front of the next child (the slower of the two sits down). The game carries on progressing around the circle.</p>	<p>C. GRAMMAR Introduce subjective pronouns and write them on the board: I, you, he, she, it, we, you, and they.</p> <p>Have learners to do some choral repetition for pronunciation practice and write some sentences on the board.</p> <p>Be sure to have a sentence for each pronoun and ask learners to tell you which word or words should be replaced.</p> <p>Continue to conduct practice activities as a class until you</p>	<p>Review the lesson with learners</p>
		<p>think learners have a good understanding of these new words.</p> <p>Provide learners with a variety of practice activities</p> <p>Assessment: put learners into groups of two. Read out a few sentences and have the group to replace the nouns with pronouns.</p>	

<p>Thursday</p>	<p>Engage learners to play the “Look-Say-Cover-WriteCheck” game.</p> <p>Words are written on flashcards.</p> <p>The words are shown to the pupils to observe them for some time.</p> <p>Later the teacher removes the flashcards and pupils write the word from memory.</p> <p>The teacher then bring back the flashcards with the words for pupils to check and see whether they had the word right or wrong.</p>	<p>D. <u>WRITING</u></p> <p>Provide sample paragraphs that have main ideas and supporting details.</p> <p>Discuss one of these and guide learners to identify the main and supporting ideas.</p> <p>Have learners work in groups of four to read and identify the main idea and supporting ideas.</p> <p>Guide them with the questions:</p> <p>i. What is the paragraph talking about/What is the main idea in the paragraph?</p> <p>ii. Which sentence has the main idea?</p> <p>Which sentences say something about the main idea?</p> <p>Assessment: Provide sample paragraphs for learners to come out with the main and supporting ideas</p>	<p>Review the lesson with learners</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite some familiar rhymes they know.</p>	<p>E. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u></p>	<p>Review the lesson with learners</p>

	<p><u>HAPPY FAMILY</u> I love you You love me. We are happy family, with a great big hug and a kiss from me to you. Won't you say you love me too?</p> <p>Guide learners to choose and read books during the library period</p>	<p>Have learners read sentences containing collective nouns e.g. a team of players, a school of fish, a swarm of bees, a troop of monkeys, a flock of sheep, a bunch of keys.</p> <p>Explain to learners that collective nouns behave like singular nouns. Therefore, they are used with singular verbs.</p> <p>Provide collective nouns and their groups for learners to identify. Let them form sentences using the collective nouns.</p> <p><u>F.EXTENSIVE READING</u></p> <p>Guide learners to choose and read independently books of their choice during the library period. Learners think-pair-share their stories with peers.</p> <p>Ask each learner to write atwo-paragraph summary of the book read.</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p>Have learners to tell what they read to the whole class</p>
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Week Ending	25 th October, 2019.		
Class	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 21		
Learning Indicator(s)	B4.1.3.1.3		
Performance Indicator	Learners can Find the simplest form of given fractions by dividing through by the highest common factor (i.e. by cancelling through by factors)		
Strand	Number		
Sub strand	Fraction		
Teaching/ Learning Resources	Paper strips an cut out shapes		
Core Competencies: Problem solving skills; Critical Thinking; Justification of Ideas; Collaborative learning; Attention to Precision; Look for Patterns and Relationships			
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 “Counting Down” game Example explain that to subtract 12-2, the learner starts at 12 and count down to 2. That is 12,11,10,9,8,7,6,5,4,3.....(2). Let students know that, the subtracting number is excluded from the count down.	Use pictorial representations to illustrate the simplest form of a fraction; e.g. $6/12=3/6=1/2$  Assessment: have learners to solve several examples	Review the lesson with Learners

<p>Tuesday</p>	<p>Put learners in two groups. Call out a number between 1 and 6. E.g. 3.</p> <p>Learners must call out the double (2x) of that number. In this case 6 is the answer. Try out more numbers. The group that answers more wins</p>	<p>Find the simplest form of a given fraction, divide through by the highest common factor</p>  <p>Assessment: have learners to solve several examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>GIVE ME A HEARTBEAT</u></p> <ul style="list-style-type: none"> •Give me a heartbeat boom boom, a heartbeat boom boom.2x •Give me a heartbeat and a sneezing, boom boom eetiinn 3x •Give me a heartbeat, a sneezing and coughing, boom boom eetiinn, eeehee eehee. 	<p>Find the simplest form of a given fraction, express the numerator and denominators as factors and cancel through common factors.</p>  <p>Assessment: have learners to solve several examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>	<p>Find the simplest form of a given fraction, divide through by the highest common factor.</p>  <p>Assessment: have learners to solve several examples</p>	<p>Review the lesson with Learners</p>

<p>Friday</p>	<p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>	<p>Find the simplest form of a given fraction, divide through by the highest common factor.</p> <div style="text-align: center;">  <p>The diagram illustrates two methods to simplify the fraction $\frac{8}{12}$ to its simplest form $\frac{2}{3}$. On the left, $\frac{8}{12}$ is divided by 4 (indicated by a red arrow and $\div 4$) to result in $\frac{2}{3}$. On the right, $\frac{8}{12}$ is first divided by 2 to get $\frac{4}{6}$, and then $\frac{4}{6}$ is divided by 2 to get $\frac{2}{3}$. The numbers 4, 6, and 8 are crossed out with red lines to show they are not the final simplified form.</p> </div> <p>Assessment: have learners to solve several examples</p>	<p>Review the lesson with Learners</p>
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Week Ending	25 th October, 2019.		
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page 5		
Learning Indicator(s)	B4.2.1.1.1		
Performance Indicator	Learners can demonstrate understanding of cyclic movements in the environment		
Strand	Cycles		
Sub strand	Earth science		
Teaching/ Learning Resources	Pictures and videos		
Core Competencies: Critical Thinking and Problem-Solving Communication and Collaboration			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
	Have learners to watch videos and pictures of cycles of things they are familiar with	Guide learners to build a pendulum (a ball hanging on a string) and let them observe the swinging motion. Learners observe the following movements: (1) the second hands on an analogue clock (2) merry-go-round (3) a swinging pendulum, (4) movement of their limbs during walking.	What have we learnt today? Demonstrating the understanding of cyclic movements in the environment. Have learners to summarize the main points in the lesson.
	Revise with learners the previous lesson through questions and answers	Assist learners to come out with one thing that is common to all the movements	What have we learnt today? Demonstrating the understanding of cyclic movements in the environment. Have learners to summarize the main points in the lesson

	<p>Write nine key words used in the previous lesson, in boxes on the board.</p> <p>Challenge students to make a (historically accurate) sentence of at least three lines or</p>	<p>Life Cycle of a Maize Plant</p> <p>Learners investigate the life cycle of a maize plant and report on their findings.</p>	<p>What have we learnt today?</p> <p>Demonstrating the understanding of cyclic movements in the environment.</p>
	<p>a short paragraph using them all</p>		<p>Have learners to summarize the main points in the lesson</p>

Week Ending	25 th October, 2019.		
Class	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	Our World Our People curriculum Page 5		
Learning Indicator(s)	B4.1.4.1. 1.		
Performance Indicator	Learners can explain the importance of education and work as a responsible citizen		
Strand	All about us		
Sub strand	Home and school		
Teaching/ Learning Resources	Videos and pictures		
Core Competencies: Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship Commitment, Loyalty, Respect Obedience, Humility, Unity Responsibility, Togetherness Tolerance			
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)
	Call out learners in turns and have them to tell the class what they intend to do in future.	Learners in groups talk about the importance of work at home, school and the community Learners talk about how education is linked to work e.g. Education opens avenues to get work to do Education opens minds to set up work Education provides skills to manage work Learners compose a song on the importance of education Assessment: Learners tell stories of individuals who have been able to create their own jobs	What have we learnt today? the importance of education and work as a responsible citizen Have learners to summarize the main points in the lesson.

	Engage learners to sing songs and recite familiar rhymes in relation to the lesson	<p>Have Learners to talk about how education is linked to work e.g. Education opens avenues to get work to do Education opens minds to set up work Education provides skills to manage work</p> <p>Learners compose a song on the importance of education</p>	<p>What have we learnt today?</p> <p>the importance of education and work as a responsible citizen</p> <p>Have learners to summarize the main points in the lesson.</p>
		<p>Assessment: Learners tell stories of individuals who have been able to create their own jobs</p>	
	Have learners to watch videos and pictures of individuals who have been able to create their own jobs	<p>Learners tell stories of individuals who have been able to create their own jobs</p> <p>Share roles and have learners to role play the various careers.</p>	<p>What have we learnt today?</p> <p>the importance of education and work as a responsible citizen</p> <p>Have learners to summarize the main points in the lesson.</p>

Week Ending	25 th October, 2019.		
Class	Four		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B4. 1.2.1.1		
Performance Indicator	Learners can discuss the effects of human activities on the environment.		
Strand	God his creation and attributes		
Sub strand	The environment		
Teaching/ Learning Resources	Videos and pictures		
Core Competencies: Respect, Caring, Responsibility, stewardship, Love, Communication and Collaboration, 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>Put students into groups of three 3 and number them 1-3.</p> <p>Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group.</p> <p>Paste pictures on the board for</p>	<p>Guide learners to talk about the human activities in the environment.</p> <p>Show pictures and video clips on human activities that destroy the environment: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc.</p> <p>Assessment: Let learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, less rainfall, famine, drought, etc.</p>	<p>What have we learnt today?</p> <p>Effects of human activities on the environment.</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p>

learners to observe about it



Week Ending	25 th October, 2019.		
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B4.2.1.1.2		
Performance Indicator	Learners can State the factors that led to decline of the Kingdom you have studied.		
Strand	My country Ghana		
Sub strand	The people of Ghana		
Teaching/ Learning Resources	Videos and pictures		
Core Competencies: cultural identity and 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>Paste a chart of pictures on the board. The pictures should contain the pictures of some selected individuals in a major kingdom leant.</p> <p>Write some popular quotes by this individuals on sticky notes.</p> <p>Call out learners to identify the individuals with their quotes.</p>	<p>Give reasons why some of the Kingdoms declined. E.g. Internal disputes (rebellions, succession disputes), British interference, conquest by another kingdom, desire to expand territories – Akwamu’s location to the east of the Volta in 1733, Denkyira’s decline in 1701, Asante’s decline in 1874.</p> <p>Assessment: Have learners to analyze the main the reasons for the decline of kingdoms and present their answers to the class</p>	<p>What have we learnt today?</p> <p>Factors that led to decline of the Kingdom</p> <p>Review the lesson with learners. Let learners appreciate the unfallen kingdoms in Ghana</p>

	<p>Have learners to watch videos or pictures of some great kingdoms in Ghana</p>	<p>Give reasons why some of the Kingdoms declined. E.g. Internal disputes (rebellions, succession disputes), British interference, conquest by another kingdom, desire to expand territories – Akwamu’s location to the east of the Volta in 1733,</p>	<p>What have we learnt today?</p> <p>Factors that led to decline of the Kingdom</p> <p>Review the lesson with learners. Let learners appreciate the unfallen kingdoms in Ghana</p>
		<p>Denkyira’s decline in 1701, Asante’s decline in 1874.</p> <p>Assessment: Have learners to analyze the main the reasons for the decline of kingdoms and present their answers to the class</p>	

Week Ending	25 th October, 2019.		
Class	Four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page 57		
Learning Indicator(s)	B4 1.4.7.1		
Performance Indicator	Learners can Analyze and appreciate own and others' visual artworks based on the developed guidelines and present own reports as feedback on the artworks that reflect the history and culture of the people of Ghana		
Strand	Visual Arts		
Sub strand	Appreciating an appraising		
Teaching/ Learning Resources	Photos, videos, art paper, colours and traditional art tools , other materials available in the community		
Core Competencies: Decision Making Creativity and Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
	Have learners to watch videos and pictures on appreciating artworks	Learners are to display (real/photographs/video) selected works (own or that of others) that reflect the history and culture of the people of Ghana; Set and spell out guidelines on expressing feelings and thoughts on artworks. Have learners to talk about the works dispassionately using the developed guidelines;	What have we learnt today? Expressing feelings and thoughts about own and others' displayed visual artworks Have learners to summarize the important points in the lesson.

	<p>Have learners to watch videos and pictures on appreciating artworks</p>	<p>use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks;</p> <p>Record/document the activity and share using a social media platform accepted by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp).</p>	<p>What have we learnt today?</p> <p>Expressing feelings and thoughts about own and others' displayed visual artworks</p> <p>Have learners to summarize the important points in the lesson.</p>
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Week Ending	25 th October, 2019.		
Class	Four		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 17		
Learning Indicator(s)	B4.3.1.1.1 B4.3.1.1.2 B4.3.1.1.3 B4.3.1.1.4		
Performance Indicator	<ul style="list-style-type: none"> • Learners can recognize that, full stop is used at the end of a complete sentence • Learners can recognize that a comma is used to separate a list of items. It serves as a pause in sentences and speech. • Learners can recognize that a question mark is used at the end of a question. • Learners can write simple sentences. 		
Strand	Writing		
Sub strand	Penmanship/ handwriting		
Teaching/ Learning Resources	Manila cards, markers, recorded audios visual		
Core Competencies: Communication and collaboration Personal development and leadership			
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>Engage learners to play the “Step forward” game.</p> <p>Learners stand at the start line.</p> <p>Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'.</p> <p>The person to get to the finish line wins.</p>	<p>Write a number of sentences on a cardboard.</p> <p>Use full stops at the end of each sentence you write.</p> <p>Lead learners to read the sentences as a group and in turns.</p> <p>Ask learners to tell you the punctuation marks they see at the end of the sentences and tell them that the full stop is used at the end of a complete sentence.</p> <p>Assessment: Write more sentences on the board without full stops and ask learners to use the full stop to punctuate them.</p>	<p>What have we learnt today?</p> <p>The use of full stops</p> <p>Review the lesson with learners</p>
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	<p>Engage learners to play the “Changing words” game</p> <p>Write a CVC word on the board.</p> <p>Invite the children to come up, in turns, and change one letter to make a new word.</p> <p>They must read their new word. If they are unsure of the word encourage them to sound it out e.g. funsun-sin-sit-sat-cat-matpat-pan-pin etc.</p>	<p>Draw some items on a cardboard.</p> <p>Call learners to mention the names of the items you have drawn on the board and write the names down horizontally.</p> <p>Use commas to separate the items you have written.</p> <p>Let learners recognize that a comma is used to separate a list of items in a row.</p> <p>Let learners also know that the comma serves as a pause in sentences and speech as well (show an example of this in a passage).</p> <p>Assessment: Group learners and assign a leader.</p> <p>Let learners mention names of items for the group leader to write.</p> <p>Let the group now separate the items with a comma and show their work to other groups and discuss their findings.</p>	<p>What have we learnt today?</p> <p>The use of comma</p> <p>Review the lesson with learners</p>
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	<p>Have learners to sing songs and recite familiar rhymes they know</p> <p><u>WHEN I STAND UP</u> When I stand up, and I sit down and I stand up again 1, 2 and 3 and 4 and 5 and I sit down again.</p>	<p>Revise command and response with learners.</p> <p>Write some questions on a cardboard.</p> <p>Lead learners to read the questions.</p> <p>Use question marks at the end of each of the questions.</p> <p>Let students read the questions again in turns.</p>	<p>What have we learnt today?</p> <p>The use of question mark</p> <p>Review the lesson with learners</p>
		<p>Let learners recognize that question marks are used at the end of a question.</p> <p>Assessment: Write more questions on the board and call learners to come out to punctuate them using the question mark.</p>	
	<p>Engage learners in the “Read- Cover- Write” game.</p> <p>Put word cards on the table / floor or a bowl. A pupil picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book.</p> <p>He then picks the card again and show it to the class.</p> <p>The class checks to see if the word is correct. The student with the correct number of words wins the game.</p>	<p>Put learners into groups and help them to write simple sentences on their own as you monitor.</p> <p>Let each group write one of their sentences on the board.</p> <p>Discuss the sentences they have written with them to see if it is a statement or a question.</p>	<p>What have we learnt today?</p> <p>Writing simple sentences</p> <p>Review the lesson with learners</p>

Week Ending	25 th October, 2019.		
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	Physical Education curriculum Page 48		
Learning Indicator(s)	B4.2.1.2.1:		
Performance Indicator	Learners can distinguish between self-space and open space.		
Strand	Movement Concepts, Principles And Strategies		
Sub strand	Space Awareness		
Teaching/ Learning Resources	Pictures and videos		
Core Competencies: personal and communication skills as speaking, listening			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes in relation to the lesson	Learners explain the difference between selfspace and open space through discussion. A personal space is your immediate space you take up within the general space. Open space is the free space within the general space which is not covered by anyone Learners also use indicate self- space and open space by ticking the spaces provides on a sheet appropriately.	Review the lesson with learners Review the lesson with learners

Week Ending	25 th October, 2019.		
Class	Four		
Subject	COMPUTING		
Reference	Computing curriculum Page 3		
Learning Indicator(s)	B4.1.2.1.4.		
Performance Indicator	Learners can adding and removing icons from the desktop.		
Strand	Introduction To Computing		
Sub strand	Introduction To MS-Windows Interface		
Teaching/ Learning Resources	Projected examples of personalized Desktop Background to learners with the aid of a projector or pictures.		
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)
	Have learners to write on a sheet of paper the following Three features of the computer desktop	Demonstrate how to add and remove icons from the desktop Guide learners to add and remove icons from the desktop Have learners to add and remove icons from the desktop, in turns.	What have we learnt today? Adding and removing icons from the desktop. Ask learners to summarize the main points of the lesson Give learners a task to match pictures of icons on the desktop to their correct names.