



WEEKLY SCHEME OF LEARNING-WEEK EIGHT (8)
BASIC FIVE (5)



Fayol Inc.
CONTACT: 0549566881 EMAIL: sirhoa1@gmail.com

WEEKLY SCHEME OF LEARNING- WEEK EIGHT (8)

BASIC FIVE

Name of School.....

Week Ending	1 ST November, 2019.
Class	Five
Subject	ENGLISH LANGUAGE
Reference	English language curriculum
Learning Indicator(s)	B5.1.3.1.3. B5.2.3.1.2. B5.3.3.1.1. B5.4.3.1.4. B5.5.3.1.2. B5.6.1.1.1.
Performance Indicator	<ul style="list-style-type: none"> A. Learners can compose six-line poems. B. Learners can use words with digraphs to make meaningful sentences C. Learners can Identify and use indefinite pronouns D. Learners can use cohesive devices – pronouns, repetition of vocabulary or grammatical structures to link ideas in a paragraph, e.g. use connectors to link similar ideas, give reasons and add information E. Learners can Identify and use proper nouns to refer to festivals; common nouns: F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

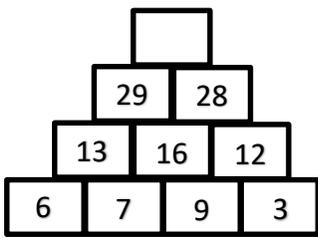
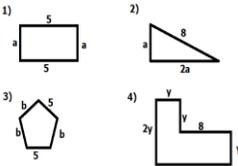
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

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)
Monday	Engage learners to sing songs and recite familiar poems. <u>MOTHER GHANA</u> Mother Ghana! Mother Ghana how fruitful you are. That your green lands are always alive. Your riches are inexhaustible.	A. ORAL LANGUAGE Have learners recite a poem of their choice individually and in groups. Put learners into groups and ask them to write out some lines of the recited poems. Assign learners to create or write some meaningful lines similar to those in the poem of their choice.	What have we learnt today? Composing six-line poem. Review the lesson with learners

	<p>As the minerals are there in your belly. You made us very proud of you. Mother Ghana! I will always believe in you.</p>	<p>Guide learners to arrange their formulated lines together to compose a poem of six lines. Have each group recite their poem while others listen.</p> <p>Assessment: Ask the class to identify the values in the poems as they listen to recitations.</p>	
Tuesday	<p>Have learners to sing songs and recite familiar rhymes</p> <p><u>ITSY BITSY SPIDER</u> The Itsy bitsy spider climbed up the water spout. Down came the rain and washed the spider out. Out came the rain and dried up all the rain So the Itsy bitsy spider climbed up the spout again.</p>	<p>B.READING</p> <p>Let learners think-pair-share and select a paragraph with words containing digraphs e.g. wh, th, both at initial and end positions e.g. that, those, these, with, sixth, teeth.</p> <p>Put learners into groups.</p> <p>Let them identify and read words containing digraphs and use them in sentences.</p> <p>The group that produces ten words and uses them in sentences correctly is the winner.</p>	<p>Have learners to model words digraphs and explain them in context</p>
Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>TWINKLE,TWINKLE LITTLE STAR</u> Twinkle, twinkle little stars How I wonder what you are, Up above the world so high, Like a diamond in the sky Twinkle twinkle little star, How I wonder what you are.</p>	<p>C.GRAMMAR</p> <p>Introduce indefinite pronouns with examples in sentences.</p> <p>Discuss the indefinite pronouns with learners.</p> <p>Provide a passage and group learners to identify indefinite pronouns, and use the pronouns identified in sentences.</p> <p>Repeat the procedure to teach possessive pronouns.</p>	<p>Review the lesson with learners</p>

<p>Thursday</p>	<p>Teacher write 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. 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><u>D.WRITING</u></p> <p>Display a sample paragraph. Underline the cohesive devices/transitional words.</p> <p>Have learners read the paragraph and discuss with their peers what the underlined words are doing in the paragraph.</p> <p>Lead them in a general discussion on what the underlined words are and their role in the paragraph.</p> <p>Provide a paragraph and leave out the cohesive devices.</p> <p>Have learners complete the paragraph with appropriate transitional words.</p>	<p>Review the lesson with learners</p>
<p>Friday</p>	<p>Ask learners to form a big circle, with one of the student holding the ball.</p> <p>The learner with the ball start by mentioning a proper noun. He then throws the ball to another student to mention his/her. Anyone who fails to mention his is out of the circle.</p> <p>The last person becomes the winner</p>	<p><u>E.WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <p>Proper nouns</p> <ul style="list-style-type: none"> • Introduce the concept in context. <p>E.g. Christmas is coming. The people of Ga celebrate Homowo.</p> <p>Count and non-count nouns.</p> <p>Revise the concept of proper nouns and common nouns giving and eliciting several examples.</p> <p>(Proper nouns refer to particular nouns such as names of people, places, mountains, etc.)</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>What have we learnt today?</p> <p>Identifying and using proper nouns to refer to festivals and common nouns</p> <p>Review the lesson with learners</p>

	<p>Guide learners to choose and read books during the library period</p>	<p>Invite groups to present their work</p> <p>F. <u>EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers.</p> <p>Ask each learner to write a two-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 tell what they read to the whole class</p>
--	--	--	--

Week Ending	1 ST November, 2019.		
Class	Five		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 90		
Learning Indicator(s)	B5.2.2.1.1		
Performance Indicator	Learners can demonstrate understanding of algebraic expressions as mathematical phrases that can contain letters which represent ordinary numbers and operators (like add, subtract, multiply, and divide).		
Strand	Algebra		
Sub strand	Algebraic Expressions		
Teaching/ Learning Resources	Counters, bundle of sticks, word cards		
Core Competencies: Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing the song <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.	Write algebraic expressions for word problems: 1) Sum of 8 and s 2) 8 times the sum of c and 7 3) Take away 4 from m 4) Subtract 4 from 7 times g Assessment: have learners to practice with more examples in the note books and workbook	Review the lesson with learners
Tuesday	Have learners to guess the number at the top of the pyramid 	Write algebraic expressions for the perimeter of the following shapes:  Assessment: have learners to practice with more examples in the note books and workbook	Review the lesson with learners

<p>Wednesday</p>	<p>Engage learners to sing the song <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>Simplify basic algebraic expressions by grouping like terms. E.g. 1) $m + 5m$ 2) $b + (-3b) + b$ 3) $-7n + 6n$ 4) $9w - 4 - 10w$ 5) $8w + 5w$ 6) $-m + 9 - 5m$</p> <p>Assessment: have learners to practice with more examples in the note books and workbook</p>	<p>Review the lesson with learners</p>
<p>Thursday</p>	<p>Engage learners to play the “double down game”.</p> <p>Put learners into pairs. Give out two dice to each pair. Have learners to roll their dice in turns. Each partner writes down the numbers displayed by the dice on their recording sheet. E.g. 2+3. This is done for a minute. When time is up, add up all the sums on the recording sheet. The player with the highest total wins the game</p>	<p>Substitute a value for an unknown into an expression and correctly calculate the answer. E.g. Find the values of these algebraic expressions using the values given in the following: 1) $z + 7d$ use $z = 7$ and $d = 4$ 2) $4 - 5s + 3b$ use $s = 6$ and $b = 2$ 3) $8k + d$ use $k = 2$ and $d = 3$ 4) $-7 - 2b + 6 - 3r$ use $b = 3$ and $r = 4$ 5) $7(5f - 3n) - 8$ use $n = 3$ and $f = 7$ 6) $-5d - k$ use $k = 14$ and $d = 5$</p> <p>Assessment: have learners to practice with more examples in the note books and workbook</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 30), with fingers.</p> <p>Teacher mentions the number from (1 to 30). Learners then show their fingers up to show the number</p>	<p>Substitute a value for an unknown into an expression and correctly calculate the answer. E.g. Find the values of these algebraic expressions using the values given in the following: 1) $z + 7d$ use $z = 7$ and $d = 4$ 2) $4 - 5s + 3b$ use $s = 6$ and $b = 2$ 3) $8k + d$ use $k = 2$ and $d = 3$ 4) $-7 - 2b + 6 - 3r$ use $b = 3$ and $r = 4$</p>	<p>Review the lesson with learners</p>

		<p>5) $7(5f - 3n) - 8$ use $n = 3$ and $f = 7$ 6) $-5d - k$ use $k = 14$ and $d = 5$</p> <p>Assessment: have learners to practice with more examples in the note books and workbook</p>	
--	--	--	--

Week Ending	1 ST November, 2019.		
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B5.2.1.4.1		
Performance Indicator	Learners can describe the uses of carbon dioxide and its effects on humans and life on earth		
Strand	Cycle		
Sub strand	Earth Science		
Teaching/ Learning Resources	Pictures and videos		
Core Competencies: Critical Thinking and Problem-Solving Communication 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)
	Have learners watch videos and pictures on the uses of carbon dioxide or its benefits to living things	<p>Learners mention the components of air (this should include carbon dioxide).</p> <p>Learners are assisted in groups to answer the following questions:</p> <ul style="list-style-type: none"> • What is carbon dioxide? • What is carbon dioxide used for? • How does carbon dioxide get into the environment? <p>Humans breathe in oxygen and give out carbon dioxide. This carbon dioxide is used by plants for photosynthesis.</p> <p>Learners are assisted to identify some common uses of carbon dioxide such as for making fire extinguishers, fizzy drinks and for the process of food preparation</p> <p>Assessment: Have learners to talk about the uses of carbon dioxide in groups.</p>	Review the lesson with learners

	<p>Write nine key words used in the previous lesson, in boxes on the board. Challenge students to make a (historically accurate) sentence of at least three lines or a short paragraph using them all</p>	<p>Learners are assisted in groups to answer the following questions:</p> <ul style="list-style-type: none"> • What is carbon dioxide? • What is carbon dioxide used for? • How does carbon dioxide get into the environment? <p>Humans breathe in oxygen and give out carbon dioxide. This carbon dioxide is used by plants for photosynthesis.</p> <p>Learners are assisted to identify some common uses of carbon dioxide such as for making fire extinguishers, fizzy drinks and for the process of food preparation</p> <p>Assessment: Have learners to talk about the uses of carbon dioxide in groups.</p>	<p>Review the lesson with learners</p>
	<p>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 to their group. The group who explains well wins.</p>	<p>Learners are assisted in groups to answer the following questions:</p> <ul style="list-style-type: none"> • What is carbon dioxide? • How does carbon dioxide get into the environment? • Does carbon dioxide have adverse health effects? • Does carbon dioxide have adverse effects on the environment? <p>Learners are assisted to identify some common effects of carbon dioxide</p> <p>When the levels of carbon dioxide rise and there is less fresh air, it can cause headache, restlessness, drowsiness and more.</p>	<p>Review the lesson with learners</p>

Week Ending	1 ST November, 2019.		
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	Our World Our People curriculum Page 28		
Learning Indicator(s)	B5.1.4.1.1.		
Performance Indicator	Learners can describe skills for dealing with peer pressure		
Strand	All about us		
Sub strand	Home and School		
Teaching/ Learning Resources	Videos and pictures		
Core Competencies: : Personal Development and Leadership Communication and Collaboration Trust, Commitment, Loyalty Respect, Obedience, Humility Unity, Responsibility, Togetherness			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
	Have learners to sing songs and recite familiar rhymes <u>JOHNNY JOHNNY</u> Johnny, Johnny, yes papa. Eating sugar, no papa. Telling lies, no papa. Open your mouth ha! ha! ha!	Learners talk about the benefits of belonging to good peer groups e.g. learning new things, respectfulness, obedience, achieving goals, being courteous Assessment: share roles and have learners to role-play some of the good benefits of belonging to a peer group	What have we learnt today? benefits of belonging to good peer groups have learners to summarize the main points of the lesson
	Group learners into three (3), appoint a leader from each group to act as the teacher. Ask them to summarize what was covered in the previous lesson. The class is allowed to pose questions to the leaders.	Learners discuss the dangers of belonging to bad peer groups e.g. drink alcohol, take drugs, have pre-marital sex Assessment: share roles and have learners to role-play some of the dangers of belonging to a peer group	What have we learnt today? dangers of belonging to bad peer groups have learners to summarize the main points of the lesson

	<p>The group who summarizes well wins.</p>		
	<p>Engage learners to sing songs and recite familiar rhymes <u>SOMETHING PASS</u> <ul style="list-style-type: none"> •Something pass •Response: something pass through my body to my heart. •Something pass •Response: something pass through my mouth to my stomach. •Lalala laaa •Response: lala laa lala lala lala la •Lololo loo •Response: lolo loo lolo lolo lolo lo </p>	<p>Learners role play a scenario in which an older pupil is putting pressure on a younger one to do any of the following: i. drink alcohol ii. take drugs iii. have pre-marital sex</p>	<p>Review the lesson with lesson</p>

Week Ending	1 ST November, 2019.		
Class	Five		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page 37		
Learning Indicator(s)	B5.1.2.1.2:		
Performance Indicator	Learners can demonstrate ways to care for 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 <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
	<p>Have learners to watch videos and pictures of how to care for the environment.</p> <p>Have learners to talk about parts of the video and pictures that interest them</p>	<p>Through questions and answers, learners explain what they think a clean environment should be.</p> <p>Using Think-Pair-Share, learners talk about ways of caring for the environment through: tree planting, proper disposal of wastes, legal mining, clean-up exercises, avoiding environmental pollution, etc.</p> <p>Let learners organize and do clean-up exercises in the school environment.</p> <p>Project: learners in groups to do a project on: clearing a rubbish dump, planting trees, checking erosion, clearing choked gutters, etc.</p>	<p>What have we learnt today?</p> <p>ways to care for the environment</p> <p>have learners to summarize the main points of the lesson</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>
	<p>Have learners to sing songs and recite rhymes</p>	<p>Let learners discuss and write down the importance of caring for the environment: the importance may include: it helps to improve climatic</p>	<p>What have we learnt today?</p>

	<p>related to the lesson</p>	<p>conditions such as adequate rainfall, balanced temperature on earth, etc.</p> <p>Let learners present their work in class for appreciation and discussion.</p>	<p>ways to care for the environment</p> <p>have learners to summarize the main points of the lesson</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>
--	------------------------------	---	---

Week Ending	1 ST November, 2019.		
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page 31		
Learning Indicator(s)	B5.2.5.1.1		
Performance Indicator	Learners can name Ghanaians who have made significant contribution locally and internationally.		
Strand	My country Ghana		
Sub strand	Some Selected Individuals		
Teaching/ Learning Resources	Pictures of some outstanding personality in Ghana A documentary on any of the personality		
Core Competencies: cultural identity and 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)
	<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 a short paragraph using them all</p> <p>Have learners to write on a sheet of paper the following <i>Which individuals have contributed locally and internationally?</i></p> <p><i>What were their contributions?</i></p>	<p>Use pictures, posters or the internet to identify Ghanaian who have made important contributions locally and internationally.</p> <p>Match these personalities with areas of specialty e.g. Dr R.E.G Armattoe (Science and Medicine), Kofi Annan- international diplomacy, Osibisa- popular music, El Anatsui – sculptor, David Adjaye- Architect, Ozwald Boateng-fashion, Efua Sutherland- playwright, Prof Francis Allotey- science and History, Prof Akua Kuenyehia- law, Prof. Frimpong Boateng – Surgeon, Abedi Ayew ‘Pele’ – Football, Azumah Nelson -Boxing etc.</p>	<p>What have we learnt today?</p> <p>Ghanaians who have made significant contribution locally and internationally</p> <p>Learners talk about what was interesting and inspired them in the lesson and what they will change and do differently</p>

	<i>Which among them inspires you most and why?</i>	Show photographs/ documentary of significant individuals	
	<p>Paste a chart of pictures on the board.</p> <p>The pictures should contain the pictures of some selected individuals who have made significant Contribution locally and internationally.</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>Retell the live stories of any of these from a documentary show</p> <p>With the aid of the internet learners are to develop a documentary/poster of individuals who have contributed significantly in this field</p> <p>Identify the traditional rulers whose work inspires you most and give reasons for your choice</p>	<p>What have we learnt today?</p> <p>Ghanaians who have made significant contribution locally and internationally</p> <p>Learners talk about what was interesting and inspired them in the lesson and what they will change and do differently</p>

Week Ending	1 ST November, 2019.
Class	Five
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B5 2.4.6.1
Performance Indicator	Learners can develop guidelines for appreciating and appraising own and others' performing artworks that reflect the history and culture of the people of Africa
Strand	Performing 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 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 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.
	Have learners to watch videos and pictures on appreciating artworks	use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks; Record/document the activity and share using a social media	What have we learnt today? Expressing feelings and thoughts about own and others' displayed visual artworks

		platform accepted by the class/group (e.g. Facebook, Twitter, Instagram, and WhatsApp).	Have learners to summarize the important points in the lesson.
--	--	---	--

Week Ending	1 ST November, 2019.
Class	Five
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page 56
Learning Indicator(s)	B5.5.1.1.1 B5.5.1.1.2 B5.5.1.1.3
Performance Indicator	<ul style="list-style-type: none"> • Learners can understand that capital letters begin proper nouns. • Learners can comprehend the use of capital letters after a colon. • Learners can understand the use of capital letters after a question mark
Strand	Writing Conventions
Sub strand	Integrating Grammar In Written Language (Capitalization)
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card
Core Competencies: Creativity and innovation Communication 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)
	Engage learners in the “Lucky Dip game” Learners take turns to dip their hands into a box containing words, pick a card and use the word in a sentence. E.g. a team of horses, a bevy of ladies, a flock of sheep	Write a list of words on the board comprising of common nouns and proper nouns. Ask learners to group the nouns. Discuss with learners the proper nouns. Let learners recognize the use of capital letters to begin the proper nouns. Ask students to write some more proper nouns on the board. Assessment: Ask learners to use some of the proper nouns in sentences	What have we learnt today? Beginning proper nouns with capital. Give learners home task to write 5 proper nouns and begin with capital letters.

	<p>Have learners to sing songs and recite familiar rhymes relating to the lesson</p>	<p>Write a paragraph on flash cards with all punctuations used</p> <p>Ask learners to recognize where capital letters occur in the paragraph.</p> <p>Discuss the colon and the use of capitals after the colon.</p> <p>Assessment: Use flashcards to help learners understand the use of capital letters after a colon</p>	<p>What have we learnt today?</p> <p>Using capital letters after colon</p> <p>Review the lesson with learners</p>
	<p>Have learners to sing songs and recite familiar rhymes relating to the lesson</p>	<p>Allow learners to read a passage.</p> <p>Discuss with learners the occurrences of the question mark in the passage.</p> <p>Let learners recognize the words that occur after the question mark.</p> <p>Discuss the occurrence of the capital letter to begin the word after the question mark.</p> <p>Write a few sentences on the board and ask learners to write them out correctly, placing in them question marks and capital letters, etc.</p>	<p>What have we learnt today?</p> <p>Using capital letters after question mark's.</p> <p>Review the lesson with learners</p>

Week Ending	1 ST November, 2019.		
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	Physical Education curriculum Page		
Learning Indicator(s)	B5.2.5.2.5:		
Performance Indicator	Learners can distinguish between volleying and kicking and describe the similarities and differences.		
Strand	Movement Concepts, Principles And Strategies		
Sub strand	Dynamics		
Teaching/ Learning Resources	Videos and pictures		
Core Competencies: Personal and communication skills such as speaking, listening. Communication, Collaboration and Critical Thinking Skills			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners go through general and specific warm-ups.	<p>Volleying is when a ball is strike before it touches the ground.</p> <p>It common in soccer, volleyball, tennis, cricket etc.</p> <p>Kicking is the act of striking a ball from the ground which is common in Soccer</p> <p>Have leaners to perform the activities; volleying and kicking and come out with the similarities and differences</p>	<p>Learners to practice individually and in groups.</p> <p>Help those who finds it difficult and help them</p> <p>Assessment: Organize mini game for learners for fun and enjoyment.</p> <p>Take learners through cool down to end the lesson</p>

Week Ending	1 ST November, 2019.		
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page 15		
Learning Indicator(s)	B5.1.3.1.7. B5.1.3.1.8 B5. 1.3.1.9		
Performance Indicator	<ul style="list-style-type: none"> • Learners can demonstrate sending and sharing information. • Learners can select the samples and collect data (e.g. listening to radio, newspaper, talking to people etc.) • Learners can make simple tables and diagrams from the collected data. 		
Strand	Introduction to Computing		
Sub strand	Data Sources And Usage		
Teaching/ Learning Resources	Photographs, audio recordings, video recordings, film, letters and diaries, speeches, published books, newspapers and magazines, government publications, oral histories, etc.)		
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 <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)
	<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 to their group.</p> <p>The group who explains well wins.</p>	<p>Guide learners to send messages to each other via SMS, email. etc.</p> <p>Put learners into groups, task them to interview teachers using simple questionnaire, and record the data in books</p> <p>Bring tools or pictures of the tools in a box or container and ask learners to select tools for collecting data out of the box or container. Alternatively, ask learners to bring</p>	<p>What have we learnt today?</p> <p>Collecting data and make simple tables and diagrams from the collected data</p> <p>Review the lesson with learners</p>

		tools for collecting data for a class discussion.	
--	--	---	--