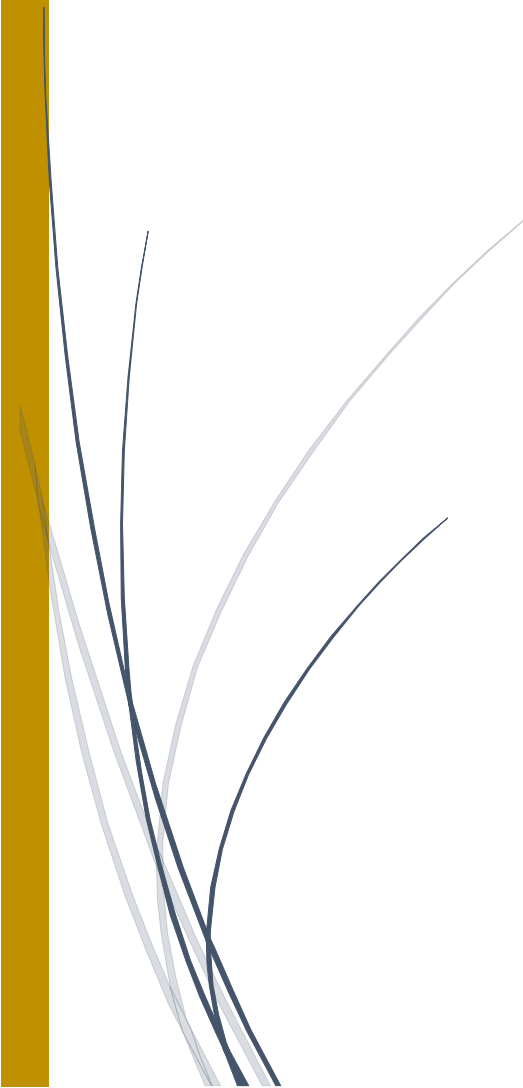


A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

SAMPLE LESSON NOTES-WEEK 4
BASIC FIVE

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating a sense of movement and design.

Fayol Inc.
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SCHEME OF LEARNING- WEEK 4

BASIC FIVE

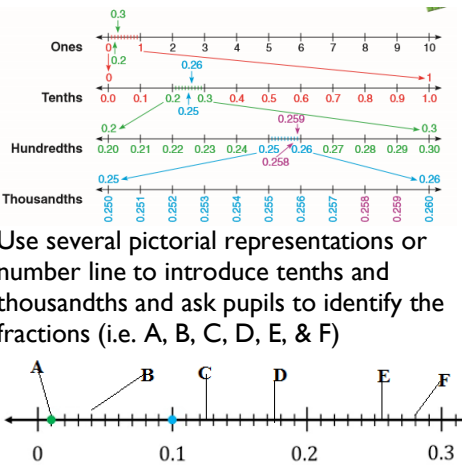
Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.6.3.3. B5.2.6.4.3. B5.3.8.1.1. B5.4.12.1.1. B5.5.9.1.1. B5.6.1.1.1	
Performance Indicator		<p>A. Learners can respond to questions to give further clarification of an opinion</p> <p>B. Learners can use words suitable for purpose, audience, context and culture</p> <p>C. Learners can identify and use simple conjunctions</p> <p>D. Learners can use descriptive words/expressions/sound devices/ figurative language to describe places, personal experiences and events</p> <p>E. Learners can identify subjects and predicates in compound sentences</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 rhymes</p> <p><u>Ding dong bell.</u> Pussy's at the well. Who took her there? Little Johnny Hare. Who'll bring her in? Little Tommy Thin. What a jolly boy was that To get some milk for pussy cat, Who ne'er did any harm? But played with the mice in his father's barn</p>	<p><u>A. ORAL LANGUAGE</u> (Conversation)</p> <p>Revise the activity on the talk show. Learners give examples of some vocabulary learnt.</p> <p>Together with learners, choose a topic and initiate a conversation. Encourage learners to ask questions for clarification, and use appropriate expressions.</p> <p>Put pupils into groups. Have each group choose a theme and initiate a conversation on their theme. Have the others listen and ask questions.</p> <p>Have the group respond to the questions to give further clarifications</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 rhymes</p> <p><u>Row, Row, Row Your Boat"</u> Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.</p>	<p><u>B. READING</u> (Vocabulary)</p> <p>Demonstrate the use of the key elements in writing. E.g. purpose, audience, setting, characters etc.</p> <p>Have learners to role-play a simple story to bring out the importance of these elements and their usage.</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>Wednesday</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>C. GRAMMAR <i>(Conjunctions)</i></p> <p>Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but.</p> <p>The conjunctions because and since tell why someone does something. They are called conjunctions of reason.</p> <p>Introduce because and since in context. e.g.: I'm late because I missed the bus.</p> <p>Guide learners to discover the functions of these conjunctions.</p> <p>Have them practice using these conjunctions in their own sentences.</p> <p>Provide a passage and have learners identify the conjunctions in the passage.</p> <p>Let learners form pairs of simple sentences and join them with the conjunctions identified.</p>	<p>Have learners underline the conjunctions in the following sentences.</p> <p>i. <i>I sat down because I was feeling tired.</i></p> <p>ii. <i>Because we arrived late, we missed the beginning of the play.</i></p> <p>iii. <i>I took an apple since it was the only fruit in the bowl.</i></p> <p>iv. <i>Since you have finished your homework, you can help me make dinner</i></p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Sea shells</u> She sells seashells by the seashore The shells she sells are surely seashells So if she sells shells on the seashore, I am sure she sell seashore shells</p>	<p>D. WRITING <i>(Descriptive Writing)</i></p> <p>Revise descriptive writing with learners.</p> <p>Talk about sensory details that allow a reader to visualize a person, a place, a thing or an idea.</p> <p>Guide learners through the stages of writing.</p> <p>Write to describe events, situations, places of their choice and personal experiences.</p> <p>Focus on the use of: – Descriptive (adjectives) – Figurative language</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>Friday</p>	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Tooting tutors</u> A tutor who tooted a flute Tried to tutor two tooters to toot Said the two to their tutor, Is it harder to toot or To tutor two tooters to toot?</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Using Simple and Complex Sentences)</i></p> <p>Give learners an extract from a comprehension passage.</p> <p>Guide them to identify the simple and compound sentences.</p> <p>Let them identify the subjects and verbs in each compound sentence.</p> <p>Let learners write about an event they had participated in, demonstrating their</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>understanding of subject and predicate sentences.</p> <p>Learners edit to demonstrate their knowledge of subject and predicate.</p> <p><u>F.EXTENSIVE READING</u></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>
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Week Ending	
Class	Five
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 79
Learning Indicator(s)	B5.1.4.1.1-3
Performance Indicator	<ul style="list-style-type: none"> ❖ Learners can describe and represent decimals (up to the thousandths) concretely, pictorially, and symbolically and relate them to fractions ❖ Learners can compare and order decimal fractions using the symbols <, >, or = ❖ Learners can round decimals to the nearest tenth and hundredth
Strand	Number
Sub strand	Decimal Fractions
Teaching/ Learning Resources	Paper strips, cut out 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 songs and recite rhymes Tooting tutors A tutor who tooted a flute Tried to tutor two tooters to toot Said the two to their tutor, Is it harder to toot or To tutor two tooters to toot?	Introduce tenths and thousandths using number line chart.  Use several pictorial representations or number line to introduce tenths and thousandths and ask pupils to identify the fractions (i.e. A, B, C, D, E, & F)	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.																																			
Tuesday	Engage learners to sing songs and recite rhymes Sleet slitters I slit a sheet, a sheet I slit And on a slitted sheet I sit I slit a sheet, a sheet I sit. The sheet I slit, that sheet was it	Use the tenth to thousandth place value chart to illustrate how to write the fraction as a base ten number with the introduction of the decimal point “.” after ones place in the place value chart <table border="1" data-bbox="699 1419 1060 1646"> <thead> <tr> <th colspan="5">Tenth And Hundredth Place Value Chart</th> </tr> <tr> <th></th> <th>Fraction</th> <th>l</th> <th>.</th> <th>$\frac{1}{10}$</th> <th>$\frac{1}{100}$</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>$\frac{1}{4} = \frac{25}{100}$</td> <td>0</td> <td>.</td> <td>1</td> <td></td> </tr> <tr> <td>B</td> <td>$\frac{1}{8} = \frac{125}{1000}$</td> <td>0</td> <td>.</td> <td>2</td> <td></td> </tr> <tr> <td>C</td> <td>$2\frac{1}{2}$</td> <td>0</td> <td>.</td> <td>5</td> <td></td> </tr> <tr> <td>D</td> <td>$3\frac{2}{5}$</td> <td>0</td> <td>.</td> <td></td> <td></td> </tr> </tbody> </table>	Tenth And Hundredth Place Value Chart						Fraction	l	.	$\frac{1}{10}$	$\frac{1}{100}$	A	$\frac{1}{4} = \frac{25}{100}$	0	.	1		B	$\frac{1}{8} = \frac{125}{1000}$	0	.	2		C	$2\frac{1}{2}$	0	.	5		D	$3\frac{2}{5}$	0	.			Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
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C	$2\frac{1}{2}$	0	.	5																																		
D	$3\frac{2}{5}$	0	.																																			
Wednesday	Engage learners to sing songs and recite rhymes Pease Porridge Hot Pease porridge hot. Pease porridge cold, Pease porridge in the pot, nine days old:	Guide learners to compare and order a mixture of common, decimal and percent fractions, express them in one form (i.e. either common, decimal or percent); e.g. to order 0.758, $\frac{5}{8}$ and 73%; $\text{we have } \rightarrow \frac{5}{8} = \frac{625}{1000} = 62.5\%, 0.758 = \frac{758}{1000} = 75.8\% \text{ and } 73\% = \frac{73}{100}$	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.																																			

	<p>Some like it hot, some like it cold Some like it in the pot, nine days old.</p>	<p>$=0.73$, Hence the order from least to the largest is $\frac{5}{8}$, 73% and 0.758</p> <p>To compare and order a mixture of common, decimal and percent fractions you can locate the fractions on the number and order them.</p>	
Thursday	<p>Engage learners to sing songs and recite rhymes "Itsy Bitsy Spider" The itsy bitsy spider crawled up the water spout. Down came the rain, and washed the spider out. Out came the sun, and dried up all the rain and the itsy bitsy spider went up the spout again"</p>	<p>Explain the rule for of rounding decimals, which is similar to that of rounding whole numbers. That is, rounding to the nearest tenth means that the rounded figure has one digit after the decimal mark.</p> <p>Rounding to the nearest hundredth means that the rounded figure has two digits after the decimal mark</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 rhymes "It's Raining, It's Pouring" It's raining: it's pouring. The old man is snoring. He bumped his head on the top of the bed, And couldn't get up in the morning.</p>	<p>Use a table with several decimals fractions and explain the rule for of rounding decimals. Give pupils a table of decimal fractions to round to the nearest tenths or hundredths.</p> <p>Ask students to change fractions to decimal writing their results to the nearest tenths or hundredths</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>


Week Ending	
Class	Five
Subject	SCIENCE
Reference	Science curriculum Page 30
Learning Indicator(s)	B5.5.1.2.2
Performance Indicator	Learners can demonstrate how to clean the environment regularly
Strand	Humans & The Environment
Sub strand	Personal Hygiene & Sanitation
Teaching/ Learning Resources	Soap, water, dirty clothes
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

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>Engage learners to sing songs and recite rhymes</p> <p>"If wishes were horses If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!</p>	<p>Assemble various items for cleaning the environment.</p>  <p>Begin the lesson with a song on cleanliness.</p> <p>Let learners identify the items displayed and tell the uses of each.</p> <p>Have learners to demonstrate the use of the items.</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>Hot Cross Buns 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>Take the learners on a trip to observe tidy and untidy parts of the nearby community or show different pictures depicting clean and unclean environments.</p> <p>Engage learners to discuss how to make the unclean environments as clean as those that are clean.</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	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B5.4.2.1.1.		
Performance Indicator	Learners can recognize parents as source of discipline and character formation		
Strand	Our Nation Ghana		
Sub strand	Authority & Power		
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)
	Engage learners to sing songs and recite rhymes <u>"If wishes were horses</u> If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if it's and and's were pots and pans, The tinker would never work!	Learners talk about rules and regulations they are expected to follow at home. Learners discuss why it is important to obey rules and regulations at home Learners identify ways by which they can be responsible: • <i>be a good child to avoid punishment</i> • <i>emulate parents and other family members, etc.</i>	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Engage learners to sing songs and recite rhymes <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!	Learners role play responsible behaviors as parents and children at home. Learners write essays on how to become responsible adults.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 43		
Learning Indicator(s)	B5. 5.1.1.2:		
Performance Indicator	Learners can explain the need to demonstrate responsible behavior at home.		
Strand	The Family, Authority & Obedience		
Sub strand	Authority & Obedience		
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>Engage learners to sing songs and recite rhymes <u>Ezekiel cried, "Dem dry bones!</u> Ezekiel cried, "Dem dry bones! Ezekiel cried, "Dem dry bones! "Oh, hear the word of the Lord</p> <p>The foot bone connected to the leg bone, The leg bone connected to the knee bone The knee bone connected to the thigh bone. The thigh bone connected to the back bone. The back bone connected to the neck bone, The neck bone connected to the head bone, Oh, hear the word of the Lord!</p>	<p>Let learners identify ways by which they can be responsible: - <i>be a good child to avoid punishment,</i> - <i>emulate parents and other family members, etc.</i></p> <p>Let learners dramatize responsible behaviors as parents.</p> <p>In groups, let learners write essays on how to become responsible adults.</p> <p>Let learners present their works to the class for appreciation and discussion</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>

Week Ending	
Class	Five
Subject	HISTORY
Reference	History curriculum Page 35
Learning Indicator(s)	B5.5.1.1.2
Performance Indicator	Learners can examine sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS- 1897
Strand	Journey to Independence
Sub strand	Early Protest Movement
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.
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>Let learners share their opinions on the debate topic “technology has done more good than harm to education”</p> 	<p>Let learners discuss the role of John Mensah Sarbah in the Aborigines' Rights Protection Society.</p> <p><u>John Mensah Sarbah</u> <i>John Mensah Sarbah was born on Friday, 3 June 1864, in Anomabu, in the Fante Confederacy in the Gold Coast.</i> <i>He was called to the English bar in 1887 – the first African from his country to qualify in this way. In 1897, along with J. W. de Graft Johnson, J. W. Sey, J. P. Brown and J. E. Casely Hayford, Mensah Sarbah cofounded the Aborigines' Rights Protection Society, which became the main political organization that led organized and sustained opposition against the colonial government, laying the foundation for Ghanaian independence</i></p> <p>Have learners to search the internet for some of his contributions to the country.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Engage learners in the design challenge game.</p> <p>Give each learner a piece of paper to create something with the paper. Encourage learners to display their final art for appreciation and appraising.</p>	<p>Find out from the internet how the ARPS got the land bill withdrawn.</p> <p>The land bill was to allow the colonial government at the time to take over public lands that were not in use at the time. Aborigines' Rights Protection Society sent a delegation to london to petition the passing of the land bill of 1897. The petition was accepted and eventually the bill was withdrawn.</p> <p>Let learners role play the scenario above. Tell them the importance to stand up for their rights.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B5 2.2.2.3 B5 2.2.3.3		
Performance Indicator	Learners can create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect topical issues in Africa		
Strand	Performing Arts		
Sub strand	Planning, Making and Composing		
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)
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches	In the previous lesson, we learned about how Mr. Ibu's drama performances and compositions reflect the lives of Nigerians. Guide learners to create own drama to reflect their culture . Guide learners to choose a theme or title for their story. e.g. "the greedy man" etc. Guide learners to identify the characters and plan the story.	Ask learners to talk about what they enjoyed most during the lesson Let learners tell how they are going to apply what they have learnt in real life
	Engage learners to sing songs and recite familiar rhymes.	Let learners watch one of the movies of Okafor Have learners to talk about the video. <i>Talk about the lines and dialogues.</i> <i>Discuss the theme and plot of the movie</i> Learners to create short drama pieces based on the theme. Discuss learners' drama and let them act in groups. Record performance of learners and upload on social media	Learners to tell what was interesting about the lesson Discuss the performance

Week Ending	
Class	Five
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page
Learning Indicator(s)	B5.2.8.1.1-2
Performance Indicator	Learners can read naturally longer texts with minimal mistakes.
Strand	Reading
Sub strand	Fluency
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)
	Engage learners to play games and sing songs to get them ready for the lesson.	Give learners longer passages to read aloud. Help learners read longer passages with minimal mistakes. Let learners recognize unfamiliar words and discuss with learners. Play a reading game with learners in groups and in pairs.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	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. “playing”, the children are playing football.	Give learners longer passages to read aloud. Help learners read longer passages silently with minimal mistakes. Ask learners to note unfamiliar words and explain to learners individually as teacher moves from learner to learner during the reading.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Teacher gets a tall list of action words on it. Select a student to stand at the front of the room and act out a word from your list (no speaking allowed). The rest of the class must then guess what the student is attempting to portray. Whoever guesses correctly can act the next word	Give learners longer passages to read aloud. Let learners note down all unfamiliar words during the reading. Allow learners to search the dictionary for the meaning of the words as used in the context. Teach the right ways to improve their reading fluency with minimal mistakes. Call learners in turns to read their books to the whole class.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending	
Class	Five
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page
Learning Indicator(s)	B5.1.12.1.16
Performance Indicator	Learners can roll (body) smoothly forward and backward (combination of forward and backward roll)
Strand	Motor Skill And Movement Patterns
Sub strand	Manipulative Skills
Teaching/ Learning Resources	Pictures and Videos

Core Competencies: Through practice, learners develop skills like creativity, innovation, flexibility, endurance

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>Take learners through general and specific warm ups.</p> <p>Show learners pictures or video depicting people dancing. Let them relate to the pictures or video and encourage to imitate the dancers.</p>	<p>After a warm-up, learners curve their bodies adequately, tuck their head, push- off evenly with both feet, take the body weight on the hands and arms.</p> <p>The head and body stay tucked in throughout the roll.</p> <p>Learners keep the front and top of the head from touching the mat.</p> <p>Learners roll back to their feet unaided at their own pace.</p> <p>Learners adapt forward roll technique base on their capabilities.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending	
Class	Five
Subject	COMPUTING
Reference	Computing curriculum Page 24
Learning Indicator(s)	B5.6.5.1.1-3
Performance Indicator	Learners can identify and describe forms in a web page and filling them On/Offline.
Strand	Internet And Social Media
Sub strand	Using Online Forms
Teaching/ Learning Resources	Computer sets, modem and 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)
	<p>Show learners pictures or short videos on current trends of technology in the world.</p> <p>Have learners talk about the trends of technology and how they are going to apply it in their everyday lives.</p>	<p>Guide learners to fill out dropdown boxes, combo box, Text fields etc.</p> <p>Guide learners to register or fill out online forms as well as offline through practical sessions.</p> <p>Learners can be guided to use created PDF or Word forms to practice filling out forms offline.</p> <p>Guide learners to download a file through practical session(s)</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Ask learners to summarize the lesson</p>