



**SAMPLE LESSON NOTES-WEEK 6**  
BASIC SIX

Fayol Inc.  
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## SCHEME OF LEARNING- WEEK 6

### BASIC SIX

Name of School.....


<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum	
<b>Learning Indicator(s)</b>		B6.1.10.1.1. B6.2.7.2.2. B6.3.10.1.1. B6.4.12.1.1. B6.5.9.1.1. B6.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can demonstrate awareness of the features of spoken language</p> <p>B. Learners can compare and contrast two or more events in a text</p> <p>C. Learners can use prepositions to convey a variety of meanings</p> <p>D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events.</p> <p>E. Learners can identify subjects and verb in complex sentences</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</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>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>MAN IN THE MOON CAME DOWN TOO SOON</u> The man in the moon, Came tumbling down, And asked his way to Norwich; He went by the south, And burned his mouth While supping cold plum porridge.</p>	<p><b>A. ORAL LANGUAGE</b> (Presentation)</p> <p>Revise important features of spoken language such as contractions and ellipsis (contractions, ellipsis e.g. A: What's your name? B: Esi.</p> <p>Let learners identify these features in their readers, story books, etc.</p> <p>Let them engage in pairs and group dialogue on given topics.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>JACK A NORRY</u> I'll tell you a story About jack-a-Nory, And now my story's begun; I'll tell you another, About jack and his brother, And now my story is done.</p>	<p><b>B. READING</b> (Comprehension)</p> <p>Put learners into groups to identify, compare and contrast two or more events within a text or in different texts read or heard.</p> <p>They may also compare and contrast other elements like characters and setting.</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>
Wednesday	<p>Have learners sing songs and recite familiar rhymes</p> <p><u>WASH WASH WASH</u> •Wash, Wash, Wash •Wash your hands •In the morning – Wash your hands •After eating - Wash your hands</p>	<p><b>C. GRAMMAR</b> (Prepositions)</p> <p>Revise prepositions such as those that convey meanings of position, time, direction, possession and comparison.</p> <p>Write examples of sentences to illustrate this.</p> <p>Have learners identify common prepositions (on, in, near, under) in sentences.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

	<ul style="list-style-type: none"> <li>•After visiting the washroom - Wash your hands</li> <li>•After playing - Wash your hands</li> </ul>	<p>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>	
Thursday	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>HICKETY PICKET, MY BLACK HEN</u>  Hickety, picket, my black hen,  She lays eggs for gentleman;  Sometimes nine, sometimes ten,  Hickety picket, my black hen.</p>	<p><b>D. WRITING</b>  <i>(Descriptive Writing)</i></p> <p>Briefly revise the writing process by having learners name the stages and say what happens at each stage.</p> <p>Revise descriptive writing with learners</p> <p>Have learners select a topic e.g. “A Day I will never forget”.</p> <p>Provide a sample text. Guide learners to identify the descriptive words and expressions:</p> <p>Discuss the descriptive words and expressions with learners.</p> <p>Put learners into groups and guide them through the writing process to describe events or situations of their choice and personal experiences.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Friday	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>IF ALL THE WORLD WERE PAPER</u>  If all the world were paper,  And all the sea were ink,  If all the trees were bread and cheese  What would we have to drink?</p>	<p><b>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b>  <i>(Using Simple and Compound Sentences)</i></p> <p>Revise nouns and verbs by having learners identify them and use them in sentences.</p> <p>Revise simple subjects and predicates in sentences.</p> <p>Elicit sentences from learners and let them identify the subjects and predicates of their own sentences.</p> <p>Assign pairs of learners to supply extracts from comprehension passages and identify the subjects and predicates of the sentences.</p> <p>Let learners describe an event they had participated in using complex sentences.  They edit it to demonstrate their knowledge of subject and predicate</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</p> <p>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><b>F. EXTENSIVE READING</b></p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p>Encourage them to visit the local library to read and borrow books</p>
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<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>MATHEMATICS</b>		
<b>Reference</b>	Mathematics curriculum Page 137		
<b>Learning Indicator(s)</b>	B6.1.4.2.3		
<b>Performance Indicator</b>	Learners can use various strategies to solve proportional reasoning problems involving rates and scales		
<b>Strand</b>	Number		
<b>Sub strand</b>	Ratio & Proportion		
<b>Teaching/ Learning Resources</b>	Paper strips, cut out cards		
<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	Take learners through math mental to solve the following.  $15 - \square = 10$  $9 + \square = 11$  $\square + 3 = 10$  $\square - 4 = 1$  $14 - \square = 7$	Guide learners to use diagrams to explain the concept of rate a ratio that compares two different quantities measured in different units; e.g. the ratio $\rightarrow$ cost: weight = 8:2 = 4:1.  This ratio is the unit ratio and show the rate for selling a unit or 1kg of the meat.	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	Take learners through math mental to solve the following.  $\square + 3 = 6$  $\square - 8 = 0$  $6 - \square = 2$  $2 + \square = 7$  $\square + 1 = 9$	Guide learners to work out rates and use them in solving problems.  E.g. A litre of sachet water costs 40p. Find the cost of (i) 12 litre (ii) 7 liters (iii) 9 liters	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
Wednesday	Take learners through math mental to solve the following.  $8 - \square = 2$  $\square + 5 = 14$  $\square - 10 = 7$  $1 + \square = 4$	Learners to use diagrams to explain the concept of scale as a ratio that compares two different sizes – an object and its model;  e.g. plan of a house or room. Here is the plan of a bedroom. The scale is 1:100, which means that 1cm in the drawing represents 100 cm in the actual room. What is the actual length of (i) the room if it measures 41 2 cm; (ii) the bed if it measures 1.8cm?]	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
Thursday	Take learners through math mental to solve the following.	Learners to use diagrams to explain the concept of scale as a ratio that compares two different sizes – an object and its model;	Give learners task to complete whiles you go round to guide those who don't understand.



	$\square - 4 = 1$ $14 - \square = 7$ $8 + \square = 14$ $18 - \square = 9$	<p>e.g. plan of a house or room.  Here is the plan of a bedroom.  The scale is 1:100, which means that 1cm in the drawing represents 100 cm in the actual room. What is the actual length of</p> <p>(i) the room if it measures 41.2 cm;  (ii) the bed if it measures 1.8cm?]</p>	<p>Give remedial learning to those who special help.</p>
Friday	<p>Take learners through math mental to solve the following.</p> $2 + \square = 7$ $\square + 1 = 9$ $\square - 1 = 2$ $\square + 6 = 11$	<p>Work out scales and use them in solving problems; e.g. If 10cm on a map stands for 10km, what distances on the map stands for (i) 1km (ii) 7km (iii) 41km?</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>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 45		
<b>Learning Indicator(s)</b>	B6.5.2.1.1		
<b>Performance Indicator</b>	Learners can explain the causes, symptoms and prevention of Eczema		
<b>Strand</b>	Humans & The Environment		
<b>Sub strand</b>	Diseases		
<b>Teaching/ Learning Resources</b>	Pictures or charts on causes, symptoms and control of chicken pox		
<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>
	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 watch pictures of people suffering from eczema. <i>Eczema is an itchy inflammation of the skin.</i>   In groups, learners come out with the possible causes, symptoms and prevention.	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.
	Play games and recite rhymes that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson.	Allow group presentations and write learners' ideas on the board.  Invite health personnel to give a talk on eczema and other common skin diseases.	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.

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 60		
<b>Learning Indicator(s)</b>	B6.4.3.1.1.		
<b>Performance Indicator</b>	Learners can identify individual responsibilities in protecting water bodies.		
<b>Strand</b>	Our Beliefs And Values		
<b>Sub strand</b>	Responsible Use of Resources		
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking, Problem Solving and Cultural Identity.			
<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>
	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 watch pictures/videos on strategies to protect water bodies.  Learners discuss the pictures/videos and suggest individual responsibilities for protecting water bodies.	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.
	Play games and recite rhymes that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson.	Learners form protecting water bodies clubs to demonstrate their responsibilities in protecting water bodies.  Learners undertake tree planting exercise along water bodies.	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.



<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 54		
<b>Learning Indicator(s)</b>	B6 5.1.1.2		
<b>Performance Indicator</b>	Learners can explain the need for cordial relationships among family members.		
<b>Strand</b>	The Family, Authority & Obedience		
<b>Sub strand</b>	Authority & Obedience		
<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 recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Lead learners to explain cordial relationships.</p> <p>Cordial relation means a friendly relation.</p> <p>Let learners list behaviors that ensure cordial relationships in the family.</p> <p>Have learners explain the need for cordial relationships in the family:  - to ensure peace and unity,  - proper character formation,  - progress in the family,  - ensure provision of basic needs  - shelter, food, school fees, etc.</p> <p>Through group discussions, let learners write on the need for cordial relationships among family members.</p> <p>Let groups read out their essays for class suggestions and corrections.</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>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 45		
<b>Learning Indicator(s)</b>	B6.6.1.1.2		
<b>Performance Indicator</b>	Identify the political parties that have governed the country under the Fourth Republic		
<b>Strand</b>	Independent Ghana		
<b>Sub strand</b>	The Republics		
<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>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> 	<p>Revise with learners the meaning of political party.</p> <p>A political party is a group of people who shares the same ideas of governing a country.</p> <p>Guide learners to identify political parties that have governed Ghana under the Fourth Republic</p> <p>Ghana's fourth republic started in the year 1992. This was when the provisional national defense council allowed for a multi-party democracy to take place. A new constitution was written to govern the nation.</p> <p>The national democratic congress was born out of the PNDC. The NDC led by J.J Rawlings became the first political party in the fourth republic to win a general election.</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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>  <p>otto: DEVELOPMENT IN FREEDOM</p>	<p>Guide learners to identify political parties that have governed Ghana under the Fourth Republic</p> <p>In the year 2000, the new patriotic party led by John Agyekum Kufour won the presidential elections. On January 7 2001, the NDC handed over power to the NPP. The assumed office in 2001 with majority in parliament.</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>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.3.4.3 B6.2.3.5.3		
<b>Performance Indicator</b>	Learners can plan a display of own performing artworks to communicate, educate or sensitize the public on topical issues in the world		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools.		
<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>
	Learners are to watch a short video that reflects topical issues in the local community;  Ask learners to talk about parts of the video or pictures that interest them.	Plan a display of own music, dance and drama to educate and inform the public on the effects of topical issues experienced in the local community.  Discuss the need for performing collection of own or others music, dance and drama.  Develop a roadmap for the event (performance): - fixing a date - selecting a venue - inviting an audience.	Ask learners to tell the whole class what they have learnt.  Learners tell what they will like to learn.
	Play games and recite rhymes that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson.  Ask learners questions to review learners understanding in the previous lesson.	Select and agree on a theme for the performance;  Send manual or electronic invitations (e.g. letters, postcards, WhatsApp);  Select own or others compositions for the performance,  Plan the sequence of events, stage plan identifying the positions of all facilities.  Post-performance activities: cleaning, appreciation, appraisal, evaluation, reporting.	Use series of questions and answers to review learners understanding of the lesson.  Call learners in turns to summarize the lesson.

<b>Week Ending</b>	
<b>Class</b>	Six
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>
<b>Reference</b>	Ghanaian Language curriculum Page 83
<b>Learning Indicator(s)</b>	B6.4.6.1.1-4
<b>Performance Indicator</b>	Learners can discuss the process of writing speeches, letter to the press and reports using controlled composition.
<b>Strand</b>	Composition Writing
<b>Sub strand</b>	Informative & Academic Writing
<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>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Play a recorded speech to learners and discuss the speech.</p> <p>Go through and discuss the process of writing a good speech to learners.</p> <p>Teach learners how to write speeches and letters to the press.</p> <p>Show a sample written speech to learners.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to sing the alphabets song</p> <p><b><u>A B C SONG</u></b> A,B,C,D,E,F,G,H,I,J,K,L,M N,O,P,Q,R,S,T,U,V,W,X,Y,Z. Now I know my ABC's Next time won't you sing with me</p>	<p>Show more samples of reports and speeches on various topics to learners and discuss the content.</p> <p>Discuss the vocabularies and structure of the report.</p> <p>Guide learners to write speeches, letter to the press and reports using controlled composition.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Review learners understanding in the previous lesson using questions and answers.</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Discuss various activities on which reports can be written.</p> <p>Select an activity and write a sample report on the board; involve learners.</p> <p>Guide learners to write good reports on various activities. e.g. <i>Road Accidents, Female Genital mutilation, The use of mobile phones in school, Arm Robbery on the rise etc.</i></p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.4.2.4		
<b>Performance Indicator</b>	Learners can explain the role of the legs, shoulders, and forearm in the forearm pass		
<b>Strand</b>	Movement Concepts, Principles And Strategies		
<b>Sub strand</b>	Body Management		
<b>Teaching/ Learning Resources</b>	Pictures and videos		
<b>Core Competencies</b> Learners develop communication skills as speaking, listening, and acquisition of new concepts, principles, strategies			
<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 recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Let learners swing their arms in preparation.</p> <p>Shoulder move forward horizontally as it extends.</p> <p>Forearm rotation through hips, legs and shoulders drop slightly.</p> <p>All together produce the final force to move the ball to the target</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>	Six		
<b>Subject</b>	<b>COMPUTING</b>		
<b>Reference</b>	Computing curriculum Page 50		
<b>Learning Indicator(s)</b>	B6.6.7.1.1-4		
<b>Performance Indicator</b>	Learners can show how to create and access e-mail messages		
<b>Strand</b>	Programming And Databases		
<b>Sub strand</b>	Electronic Mail		
<b>Teaching/ Learning Resources</b>	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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide learners to receive email</p> <p>Guide learners to use forward and reply buttons in email</p> <p>Guide learners to delete email messages.</p> <p>Guide learners to create folders in the Inbox and sorting emails into them.</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>