

A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 7
BASIC SIX

Several thin, curved lines in shades of blue and grey originate from the bottom left and curve upwards and to the right.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 7

BASIC SIX

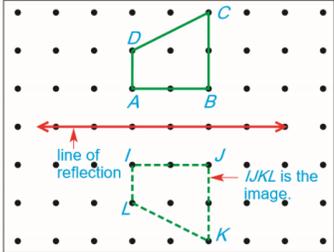
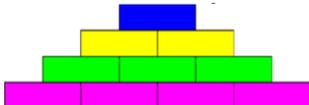
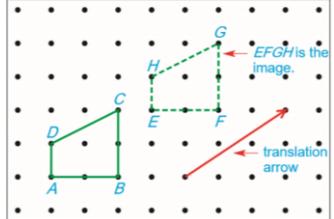
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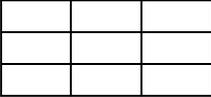
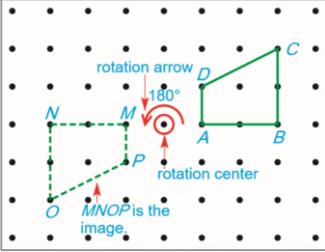
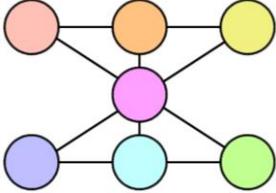
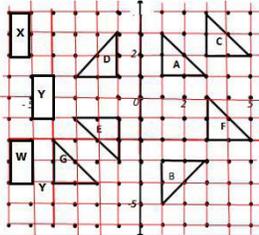
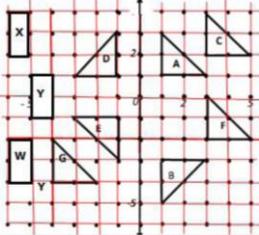
Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum	
Learning Indicator(s)		B6.1.10.1.3/B6.1.10.2.1. B6.2.7.2.3. B6.3.11.1.1. B6.4.14.1.1. B6.5.9.1.2. B6.6.1.1.1.	
Performance Indicator		<p>A. Learners can demonstrate awareness of how meaning is conveyed through. appropriate pace, stress and tone.</p> <p>B. Learners can demonstrate awareness of the structure of texts</p> <p>C. Learners can form and use adjective phrases correctly.</p> <p>D. Learners can write short paragraphs to describe incidents.</p> <p>E. Learners can construct complex sentences correctly.</p> <p>F. Learners can read and critique a variety of age- and level appropriate books.</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>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 style="text-align: center;">A. ORAL LANGUAGE (Presentation)</p> <p>Revise how meaning is conveyed through appropriate pace, stress and tone. Model presenting news or have learners watch a news presentation.</p> <p>Put learners into groups to discuss pace, stress and tone of news presented.</p> <p>Guide learners to prepare and present news on given topics. Demonstrate a model speech: Choose a familiar topic and make a short but moving speech on it.</p> <p>Have learners discuss the speech focusing on its pace and expressiveness. Let learners speak on very short and simple topics using appropriate voice quality.</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 familiar rhymes</p> <p>LITTLE TOMMY TITTLEMOUSE Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.</p>	<p style="text-align: center;">B. READING (Comprehension)</p> <p>Guide learners systematically using given narrative texts to identify the introduction body and conclusion in it.</p> <p>Have learners summarize each of these parts and make a summary of the whole text using their part summaries.</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>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>C. GRAMMAR (<i>Adjective Phrases</i>)</p> <p>Revise adjectives in context by having learners identify them in sentences and use them in their own sentences.</p> <p>Introduce the adjective phrase as a grammatical structure with the adjective as head. Note: The adjective phrase can be a single adjective or more. E.g. a beautiful house, a strong African oven.</p> <p>Provide sentences with adjective phrases and let learners identify the adjective phrases.</p> <p>In groups, learners form adjective phrases and use the phrases 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>
<p>Thursday</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>D. WRITING (<i>Informative Writing</i>)</p> <p>Briefly revise the writing process by having learners recall the stages and explain the features and relevance of each stage.</p> <p>Have learners select a topic and brainstorm to generate ideas.</p> <p>Put them into groups to organize the points for the development of paragraphs.</p> <p>Assign learners to individually develop the points into outlines and then into a draft.</p> <p>Let them do self and peer-editing before finally presenting the final work. Learners present their finished work in groups.</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>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>E. WRITING CONVENTIONS & GRAMMAR USAGE (<i>Using Simple and Compound Sentences</i>)</p> <p>Review the use of coordinators in sentences. Learners write examples of sentences containing coordinators.</p> <p>Let learners join pairs of simple sentences into compound ones.</p> <p>Introduce complex sentences with several examples.</p> <p>Elicit similar sentences from learners</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>Learners play “popcorn reading” game. The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p>	<p style="text-align: center;">F. <u>EXTENSIVE READING</u></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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Week Ending	
Class	Six
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B6.3.3.5.2
Performance Indicator	Identify images of a single transformation of 2D shapes in a plane
Strand	Number
Sub strand	Geometric Reasoning
Teaching/ Learning Resources	Counters, bundle and loose straws
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	<p>Can you work out what number will be at the top of the pyramid?</p> 	<p>In a plane, a geometric transformation moves a geometric figure to a new position in one of three ways. Each transformed figure is the image of the original figure.</p> <p><i>Reflection (or flip)- A figure is flipped over a line of reflection so that its mirror image is formed.</i></p> <p>Ask learners to identify images of reflections of 2D shapes in the figure.</p> <p>Reflection (Flip)</p>  <p><i>ABCD is flipped over the line of reflection to form its mirror image. Reflection image $IJKL \cong ABCD$.</i></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>Can you make a pyramid with 100 at the top?</p> 	<p>In a plane, a geometric transformation moves a geometric figure to a new position in one of three ways. Each transformed figure is the image of the original figure.</p> <p><i>Translation (or slide)- Every point of a figure moves the same distance and in the same direction along a line.</i></p> <p>Ask learners to identify images of reflections of 2D shapes in the figure.</p> <p>Translation (Slide)</p>  <p><i>The translation arrow shows that ABCD is moved 3 units right and 2 units up. Translation image $EFGH \cong ABCD$.</i></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>Can you put the digits 1 to 9 in a square so that every row, column and diagonal add to 15?</p> 	<p>In a plane, a geometric transformation moves a geometric figure to a new position in one of three ways. Each transformed figure is the image of the original figure.</p> <p><i>Rotation (or turn) -A figure is turned around a center point.</i></p> <p>Ask learners to identify images of reflections of 2D shapes in the figure.</p> <p>Rotation (Turn)</p>  <p>The rotation arrow shows that <i>ABCD</i> is rotated (or turned) one-half turn counterclockwise around the rotation center. Rotation image $MNOP \cong ABCD$.</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>Thursday</p>	<p>Can you put the numbers 1 to 7 in each circle so that the total of every line is 12?</p> 	<p>Ask learners to identify images of translations of given 2D shapes in a given plane. Ask learners to study the shapes, identify their images and the translation vectors.</p> <p><i>E.g. shape F is a translation of shape A by the translation vector $\begin{pmatrix} 2 \\ -3 \end{pmatrix}$ (or 2 right, 3 three down); and Shape X is a translation of shape W by the translation vector $\begin{pmatrix} 0 \\ 6 \end{pmatrix}$ (or 0 right, 6 up)</i></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>Can you put the digits 1 to 11 in the circles do that every line has the same total?</p> 	<p>Ask learners to identify images of translations of given 2D shapes in a given plane. Ask learners to study the shapes, identify their images and the translation vectors.</p> <p><i>E.g. shape F is a translation of shape A by the translation vector $\begin{pmatrix} 2 \\ -3 \end{pmatrix}$ (or 2 right, 3 three down); and Shape X is a translation of shape W by the translation vector $\begin{pmatrix} 0 \\ 6 \end{pmatrix}$ (or 0 right, 6 up)</i></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	Six		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B6.5.2.1.1		
Performance Indicator	Explain the causes, symptoms and prevention of Eczema		
Strand	Humans & The Environment		
Sub strand	Diseases		
Teaching/ Learning Resources	Pictures or charts on causes, symptoms and control of chicken pox		
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)
	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.

Week Ending			
Class	Six		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B6.4.4.1.1.		
Performance Indicator	Learners can describe the agricultural value chain and the job opportunities		
Strand	Our Beliefs And Values		
Sub strand	Farming In Ghana		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving 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 play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Learners discuss the meaning of agricultural value chain <i>Agricultural value chain is the practice of linking farmers to people who can process, package, market and eventually buy the food they produce.</i> Learners talk about job opportunities in the agricultural value chain e.g. crop farming, livestock, fisheries Agro-chemicals industry, meat processing.	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 write essays on their choice of job opportunities in the agricultural value chain. Have learners to read out their essay to the whole class	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.

Week Ending			
Class	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B6.5.2.1.1:		
Performance Indicator	Learners can identify attitudes and behaviors of a responsible family member.		
Strand	The Family, Authority & Obedience		
Sub strand	Roles, Relationship in the Family & Character Formation		
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)
	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.	Let learners, in groups, discuss attitudes and behaviors of a responsible family member: - <i>taking part in family activities,</i> - <i>obedience to elders of the family,</i> - <i>respect for family members,</i> - <i>accepting responsibility (performing assigned duties),</i> - <i>taking initiatives,</i> - <i>helping needy relatives, etc.</i> Guide learners to discuss the importance of being committed to the family.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending	
Class	Six
Subject	HISTORY
Reference	History curriculum Page 45
Learning Indicator(s)	B6.6.1.1.2
Performance Indicator	Learners can identify the political parties that have governed the country under the Fourth Republic
Strand	Independent Ghana
Sub strand	The Republics
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>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p> 	<p>Learners to list the parties and their dates of tenure in office in the Fourth Republic.</p> <p>It is obvious that under the fourth republic the NDC and NPP are the only political parties to have won the general elections.</p> <table border="1"> <thead> <tr> <th>Political Party</th> <th>Date</th> <th>President</th> </tr> </thead> <tbody> <tr> <td>NDC</td> <td>1992-1996</td> <td>J.J Rawlings</td> </tr> <tr> <td>NDC</td> <td>1997-2000</td> <td>J.J Rawlings</td> </tr> <tr> <td>NPP</td> <td>2001-2004</td> <td>J.A Kufour</td> </tr> <tr> <td>NPP</td> <td>2005-2008</td> <td>J.A Kufour</td> </tr> <tr> <td>NDC</td> <td>2009-2012</td> <td>John E.A Mills</td> </tr> <tr> <td>NDC</td> <td>2013-2016</td> <td>J.D Mahama</td> </tr> <tr> <td>NPP</td> <td>2017-date</td> <td>Akufo Addo</td> </tr> </tbody> </table>	Political Party	Date	President	NDC	1992-1996	J.J Rawlings	NDC	1997-2000	J.J Rawlings	NPP	2001-2004	J.A Kufour	NPP	2005-2008	J.A Kufour	NDC	2009-2012	John E.A Mills	NDC	2013-2016	J.D Mahama	NPP	2017-date	Akufo Addo	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
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	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> 	<p>Guide learners to identify other political parties that has taken part in general elections under the fourth republic.</p> <table border="1"> <thead> <tr> <th>Party</th> <th>Leader(s)</th> </tr> </thead> <tbody> <tr> <td>CPP- <i>Convention Peoples Party</i></td> <td>George Hagan, George Agudey, Paa Kwesi Nduom</td> </tr> <tr> <td>PPP- <i>Progressive Peoples Party</i></td> <td>Paa Kwesi Nduom</td> </tr> <tr> <td>PNC- <i>Peoples National Convention</i></td> <td>Edward Mahama</td> </tr> <tr> <td>NDP- <i>National Democratic Party</i></td> <td>Mrs. Nana Konadu Rawlings</td> </tr> <tr> <td>GCPP- <i>Great Consolidated Popular Party</i></td> <td>Dan Lartey</td> </tr> <tr> <td>UGM- <i>United Ghana Movement</i></td> <td>Charles Werekob Brobby</td> </tr> <tr> <td>DFP- <i>Democratic Freedom Party</i></td> <td>Emmanuel Ansah Antwi</td> </tr> </tbody> </table>	Party	Leader(s)	CPP- <i>Convention Peoples Party</i>	George Hagan, George Agudey, Paa Kwesi Nduom	PPP- <i>Progressive Peoples Party</i>	Paa Kwesi Nduom	PNC- <i>Peoples National Convention</i>	Edward Mahama	NDP- <i>National Democratic Party</i>	Mrs. Nana Konadu Rawlings	GCPP- <i>Great Consolidated Popular Party</i>	Dan Lartey	UGM- <i>United Ghana Movement</i>	Charles Werekob Brobby	DFP- <i>Democratic Freedom Party</i>	Emmanuel Ansah Antwi	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>								
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Week Ending			
Class	Six		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B6 1.4.6.3 B6 1.4.7.3		
Performance Indicator	Learners can analyze and appreciate own or others' performing artworks and present reports as feedback on artworks that communicate, educate or sensitize public on topical issues in the world.		
Strand	Visual Arts		
Sub strand	Appreciating and Appraising (Visual Arts)		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools.		
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)
	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.	Appreciating in art is the ability of people to look at a work of art and understand how the work was made. Explain to learners the guidelines and have them agree to it. ➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i> ➤ The subject matter: <i>this stage talks about the meaning of the work.</i> ➤ Appraisal: <i>this stage talks of the use of the artwork.</i> ➤ Experience to share: <i>this stage talks about the design process</i>	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board
	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. Show pictures or videos to learners on the process of producing the artwork.	Using the steps in appreciating and appraisal, guide learners to write a note on a previous artwork produced or performed in class. E.g. an artwork produced by El-Anatsui  ➤ Description of the work: <i>the artwork is a sculpture sewn together with copper wire.</i> ➤ The subject matter: <i>His art draws connections between consumption, waste, and the environment..</i> ➤ Appraisal: <i>it can be used for decoration.</i> ➤ Experience to share: <i>talk about how the sculpture is done</i>	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending			
Class	Six		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B6.4.7.1.1-3		
Performance Indicator	Learners can compose and write a simple poem, prose and a play		
Strand	Composition Writing		
Sub strand	Literary Writing		
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)
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Read a simple poem on a flashcard. Discuss the composition of poems such as the choice of words, rhyme and stanzas and theme. Use the flashcards with short poems on them to help learners compose a good simple poems.	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Read a simple prose on a flashcard. Discuss the features of the prose with learners. Use the flashcards with short prose written on them to help learners compose their own short prose on a given situation.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them.	Allow learners to discuss a play they have watched. Let learners watch a play and discuss the costume, characters and settings. Discuss daily activities and experiences with learners. Choose an experience and guide learners on how to write a play on that. Allow learners to choose a daily activity in groups and write a short play on it.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending	
Class	Six
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page
Learning Indicator(s)	B6.2.5.2.5:
Performance Indicator	Learners can identify opportunities to pass or dribble while being guarded (offense and defense).
Strand	Movement Concepts, Principles And Strategies
Sub strand	Strategies
Teaching/ Learning Resources	Pictures and Videos
Core Competencies: Learners develop communication skills as speaking, listening, and acquisition of new concepts.	

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 play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p>	<p>After general and specific warm-ups, guide learners to keep their body between opponent and the ball.</p> <p>Let them possess the ball in the opponents playing grounds.</p> <p>Dribble in a zigzag manner. Instruct them to pass the ball to their teammates when they are free.</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	Six		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B6.6.7.1.5-7		
Performance Indicator	Learners can demonstrate attaching files to e-mail messages.		
Strand	Programming And Databases		
Sub strand	Electronic Mail		
Teaching/ Learning Resources	Pictures or projected images		
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)
	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.	Guide learners to create an address list Guide learners to attach files to email Assist learners in writing email using techniques as NOT writing in caps. Check the extension of files before downloading and use the subject line for summary etc.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.