



SAMPLE SCHEME OF LEARNING- WEEK ONE (I)
BASIC SIX

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SAMPLE SCHEME OF LEARNING- WEEK ONE (I)

BASIC SIX

Name of School.....

Week Ending	10 th January, 2020
Class	Six
Subject	ENGLISH LANGUAGE
Reference	English Language curriculum
Learning Indicator(s)	B6.1.5.1.1. B6.2.5.1.1. B6.3.5.1.1. B6.4.9.3.1. B6.5.5.1.1 B6.6.1.1.1
Performance Indicator	A. Learners can dramatize/role-play whole/parts of stories or scenes B. Learners can orally produce three-syllable words by blending sounds (phonemes), including consonant blends C. Learners can use different types of verbs D. Learners can review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement. E. Learners can use superlative forms of regular and irregular adjectives to make comparison 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
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

Core Competencies: Reading and Writing Skills Personal Development and Leadership 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)
Monday	Learners to play games, sing songs and recite rhymes. Students start in a line at the back of the classroom and take one step forward for each question they answer correctly, sentence finished, or word guessed. The first to the front wins	A. ORAL LANGUAGE <i>(Dramatization and Role Play)</i> Guide learners through discussion to identify some stories/scenes, events etc. Discuss the plot of the chosen story i.e. events at the beginning, middle, and ending. Have learners prepare and dramatize/role-play whole/parts of stories/scene, events). Ensure the role-play/dramatization depicts selected theme. Ensure appropriate vocabulary use as well as correct pronunciation.	Interview and ask learners to share their feelings about the roles of their favorite characters Learners to talk about the roles they played and why they will keep or changed it in the next drama.
Tuesday	Learners to sing songs and recite familiar rhymes <u>WE SHALL HAMMER</u> •We shall hammer with one hammer (learners to show one hand), hammer with one	B. READING <i>(Blends and Consonant Clusters)</i> Revise consonant blends and clusters using several spelling patterns e.g. bl, br, cl, cr, gl, gr, spr, scr, str, chr.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson

	<p>hammer, hammer with one hammer we all do the same. •We shall hammer with two hammers, hammer with two hammers, and hammer with two hammers we all do the same.</p> <p><i>(continue to any desired number)</i></p>	<p>Drill the pronunciation of the consonant blends and clusters in isolation and in words.</p> <p>Learners work in groups to identify and list words having the blends and clusters.</p> <p>Have learners read the words in isolation and in context.</p>	<p>Write the blends on a series of small cards, one on each card. Call learners in turns to pick and make the sounds and form word with it.</p>
Wednesday	<p>Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!</p>	<p>C. GRAMMAR <i>(Verbs)</i></p> <p>Have learners identify verbs in sentences and use them in their own sentences. – Helping verb (primary auxiliary and modal auxiliary E.g. can, might, would, ought, is, are, was, were).</p> <p>Choose a text (story) and have the learners work in groups to identify the main verbs.</p> <p>Assessment: Let each group select five of the verbs and use them in sentences.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Let learners read and spell the keywords written on the board</p> <p>Give learners class/ home task to underline verbs in given sentences in their workbooks</p>
Thursday	<p>Engage learners to do the “popcorn” reading</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. You can choose the reading order with a seating chart, or you can have each student pick the next person that will read aloud.</p>	<p>D. WRITING <i>(Narrative Writing)</i></p> <p>Have learners review their first draft by reading it slowly and critically several times to identify words and expressions that need to be cancelled.</p> <p>Guide learners with the questions below: iv. Are your ideas in order and easy to understand? v. Are all the sentences talking about the main idea of the paragraph? vi. Are all the paragraphs talking about the topic?</p>	<p>Teacher moves round the class to monitor the progress of learners in their write up.</p> <p>Orally help learners to complete the writers reflection worksheet.</p> <p>My piece of writing is about?</p> <p>My favorite part of my writing is.....</p> <p>Something I found difficult was.....</p>
Friday	<p>Gather 20 objects that can be found in the classroom and lay them all out on the desk. Show them all to the students and then cover everything with a blanket or a sheet after one minute. Ask the students to write down as many items they remember on a piece of paper. Write a list of the items on the chalkboard and allow students to self-correct.</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Using Qualifying Words – Adjectives)</i></p> <p>Revise adjectives by having learners describe various classroom objects and people.</p> <p>Provide samples of texts demonstrating the use of the comparative and superlative forms of regular/irregular adjectives.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Let learners read and spell the keywords written on the board</p>

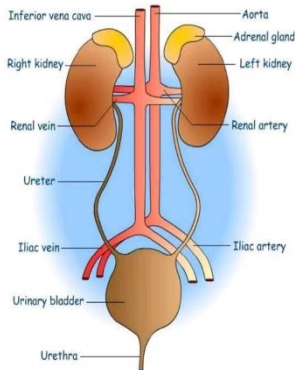
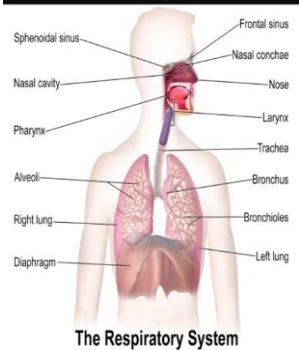
	<p>Guide learners to choose and read books during the library period</p>	<p>F.EXTENSIVE READING</p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read</p> <p>Invite individuals to present 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	10 th January, 2020
Class	Six
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B6.1.1.1.5
Performance Indicator	Learners can round (off, up, down) whole numbers up to 100,000 to the nearest ten thousands, thousands, hundreds and tens
Strand	Number
Sub strand	Counting, Representation And Cardinality
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square
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>Learners must count in reverse, numbers in a range continuously without breaking. For example from (20 – 1).</p> <p>Divide the class into groups. One person from each group countdown the range without breaking.</p> <p>The group with the highest score wins!</p>	<p>Learners round off numbers to the nearest 10,000 For instance; 12,950 is approximately 13,000.</p> <p>Learners round up and round down to estimate sums and differences up to 10000.</p> <table border="1" data-bbox="740 1016 1089 1262"> <tr> <td>214765</td> <td>Round up</td> <td>Round down</td> <td>Round off</td> </tr> <tr> <td>to the nearest ten</td> <td>214770</td> <td>214760</td> <td>214770</td> </tr> <tr> <td>to the nearest hundred</td> <td>214800</td> <td>214700</td> <td>214800</td> </tr> <tr> <td>to the nearest thousand</td> <td>215000</td> <td>214000</td> <td>215000</td> </tr> </table>	214765	Round up	Round down	Round off	to the nearest ten	214770	214760	214770	to the nearest hundred	214800	214700	214800	to the nearest thousand	215000	214000	215000	<p>Ask learners to talk about what they have learnt.</p> <p>Learners to solve more examples on rounding off numbers to the nearest 10,000</p>
214765	Round up	Round down	Round off																
to the nearest ten	214770	214760	214770																
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to the nearest thousand	215000	214000	215000																
Tuesday	<p>Engage learners to solve this brain teaser</p> <p>A farmer has 19 sheep on his land. One day, a big storm hits and all but seven run away. How many sheep does the farmer have left?</p> <p>Answer: 7</p>	<p>Learners round off numbers to the nearest 1000. For instance; 129,500 is approximately 130,000 and 19100 as approximately 19,000</p> <p>Learners round up and round down to estimate sums and differences 1000.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Learners to solve more examples on rounding off numbers to the nearest 1000</p>																
Wednesday	<p>Engage learners to sing the song</p> <p><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>Learners round off numbers to the nearest 100 and 10. For instance; 129,500 is approximately 130,000 and 19100 as approximately 19,000</p> <p>Learners round up and round down to estimate sums and differences 100.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Learners to solve more examples on rounding off numbers to the nearest 100 and 10</p>																

<p>Thursday</p>	<p>Engage learners to solve this number pattern</p> <p>If: $2+2=44$ $3+3=96$ $4+4=168$ $5+5=2510$</p> <p>Then: $6+6=?$</p> <p>Answer: 3612</p>	<p>Give two numbers between 10,000 and 1000,000 to each group and encourage learners to compare and say as many things as possible about the two numbers.</p> <p>For instance 234675 and 253874; 234675 is less than (smaller than) than 253874 or 253874 is bigger than (greater than) 234675, or 234675 is almost 20000 less than 253874 etc.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Learners to solve more examples on skip counting by 500s</p>
<p>Friday</p>	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Ask learners to work together to round up and round down to estimate sums and differences</p> <p>e.g. estimate the sum of $129850+131000$ by rounding down to the nearest thousand</p> <p>e.g. estimate the difference of 253674 and 76843 by rounding up to the nearest hundred</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Learners to solve more examples on Skip count forwards and backwards by 50s</p>

Week Ending	10 th January, 2020
Class	Six
Subject	SCIENCE
Reference	Science curriculum Page 8 excellence series page 55
Learning Indicator(s)	B6.3.1.1.1
Performance Indicator	Learners can explain the functions of organs in the excretory system of humans
Strand	Systems
Sub strand	The Human Body System
Teaching/ Learning Resources	Learners, pictures, videos, paper, pencils, crayons
Core Competencies: Digital Literacy Creativity and innovation Personal development and leadership	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Engage learners to review the functions of some human organs.</p> <p>Show videos, pictures and models of the excretory system.</p>  <p>Learners to observe and talk about the pictures</p>	<p>Learners explain the need for activities such as breathing, urinating and sweating.</p> <p>With the aid of videos, charts or models, assist learners to identify the organs of the excretory system of humans e.g. kidneys</p> <p>Explain to learners the functions of the various organs in the excretory system. Example: kidneys: they are responsible for getting rid of waste products etc.</p> <p>Assessment: In groups, let learners find out the excretory process involving the kidney.</p>	<p>Ask learners series of questions to review their understanding of the lesson Example: what is the importance of the respiratory system?</p> <p>Ask learners to tell how they are apply what they have learnt in real life situation.</p>
	<p>Start the lesson with a debate.</p> <p>Teacher chooses a topic or allow learners to choose their own topic. e.g. "should children under 18 be allowed to vote?".</p> <p>Elaborate on learners points and summarise the debate</p>	<p>With the aid of videos, charts or models, assist learners to identify the organs of the excretory system of humans e.g. lungs</p> <p>Explain to learners the functions of the various organs in the excretory system. Example: Lungs takes oxygen from the environment and transfer it into the blood stream etc.</p> <p>Assessment: In groups, let learners find out the excretory process involving the lungs.</p>	<p>Ask learners to talk about what they have learnt.</p>  <p>The Respiratory System</p>

	<p>Use a series of questions to review the understanding of learners in the previous lesson</p>	<p>Draw a diagram of the excretory system and cut out the various parts of the system into flash cards</p> <p>Assessment: Learners match the parts of the excretory system with their excretory products.</p> <p>Learners explain some biological terms, such as urea, kidneys, lungs and excretion</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p> <p>Have learners to use clay moulds to mould the kidney and lungs of humans</p>
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Week Ending	10 th January, 2020
Class	Six
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page
Learning Indicator(s)	B6.2.3.1.1.
Performance Indicator	Learners can Identify the political regions on a sketch map of Ghana
Strand	All Around Us
Sub strand	Map Making And Land Marks
Teaching/ Learning Resources	Map of Ghana, atlas, Pictures, Charts, Video Clips
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship	

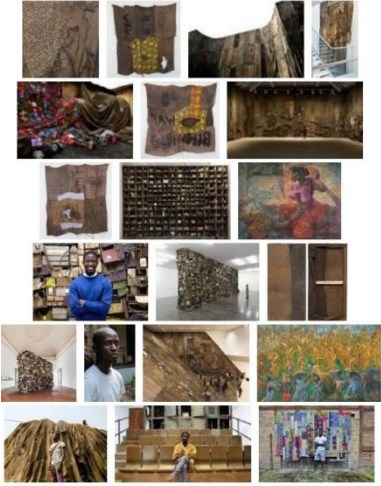
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)														
	<p>Engage learners to solve the riddles</p> <p>1. It likes food, but water kills it. What is it?</p> <p>2. what's full of holes but can still hold water?</p> <p>Answers: 1. Fire 2. sponge</p>	<p>Learners talk about the political regions of Ghana e.g. the sixteen regions, their names and capitals.</p> <table border="1"> <thead> <tr> <th>REGIONS</th> <th>CAPITALS</th> </tr> </thead> <tbody> <tr> <td>Oti</td> <td>Dambai</td> </tr> <tr> <td>Bono East</td> <td>techiman</td> </tr> <tr> <td>Ahafo</td> <td>Goaso</td> </tr> <tr> <td>Bono</td> <td>Sunyani</td> </tr> <tr> <td>North East</td> <td>Nalerigu</td> </tr> <tr> <td>Savannah</td> <td>Damango</td> </tr> </tbody> </table> <p>Assessment: Learners role play with the sixteen regions in Ghana using flash cards e.g. learner raises her flash card and shouts "I am Oti region, and my capital is Dambai" etc.</p>	REGIONS	CAPITALS	Oti	Dambai	Bono East	techiman	Ahafo	Goaso	Bono	Sunyani	North East	Nalerigu	Savannah	Damango	<p>Ask learners to talk about what they have learnt.</p> <p>Call learners to mention the regions of their home town and the regional capital.</p>
REGIONS	CAPITALS																
Oti	Dambai																
Bono East	techiman																
Ahafo	Goaso																
Bono	Sunyani																
North East	Nalerigu																
Savannah	Damango																
	<p>Use questions and answers to review the previous lesson Example: what is regional capital of savannah region?</p> <p>How many regions are in Ghana?</p>	<p>Learners show the locations of the political regions on a sketch map of Ghana</p>	<p>Teacher goes round to monitor the progress of learners based on the task given them</p> <p>Learners to match political regions with their regional capitals using flash cards.</p>														

Week Ending	10 th January, 2020		
Class	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B6 2.2.1.1		
Performance Indicator	Learners can gather and record data on religious festivals		
Strand	Religious Practices And Their Moral Implications		
Sub strand	Festivals In The Three Major Religions		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Respect, Commitment, Humility, Unity, Cultural Identity, Gratitude Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship 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>Ask everyone to imagine two birds. One named “prrr” and the other named “Pukutu”.</p> <p>If you call out ‘prrr’, the students need to stand on their toes and move their elbows out sideways.</p> <p>When you call out ‘pukutu’ the students have to stay still and may not move.</p> <p>If a student moves, he is disqualified.</p>	<p>Aid learners to list the festivals celebrated in Ghana: Damba, Tedudu, Christmas, Easter, Eid-ul-Fitr, Eid-ulAdha, etc.</p> <p>Use pictures, charts, video clips, etc. to demonstrate how various festivals in Ghana are celebrated.</p> <p>In groups, let learners describe how festivals are celebrated.</p> <p>Assessment: Let learners write essays on how festivals are celebrated and read their essays to the class.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call learners to mention some Ghanaian festivals and the people that celebrate them</p>

Week Ending	10 th January, 2020		
Class	Six		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B6.5.2.1.1		
Performance Indicator	Learners can describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War		
Strand	Journey to Independence		
Sub strand	Formation of Political Parties		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Using evidence to appreciate the role played by the leadership of political parties in the struggle for independence, learners develop a sense of national identity, leadership, communication, collaboration and creative 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)
	Engage learners to play the "Crossword" game Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available	Help learners to define a political party Brainstorm learners the definition of a political party Write learners ideas on the board for further discussions Learners defined a political party with guided key words Example: a political party is a group of people with the same ideology, similar political goals and opinions.	Ask learners to tell you what they have learnt Let learners read and spell the keywords written on the board
	Let learners sing songs to stimulate their interest Use questions and answers to review what they learnt in the previous lessons	Discuss the formation of the United Gold Coast Convention (UGCC) in 1947. The UGCC was founded by J. B. Danquah in August 4, 1947. The aim of the party was to bring about Ghanaian independence from their British colonial masters after the second world war. It was led by Paa Grant etc. Assessment: learners discuss the aims of creating the political parties	Ask learners to tell you what they have learnt Learners role play some of the characters in party formation Let learners read and spell the keywords written on the board

Week Ending	10 th January, 2020
Class	Six
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page Creative Arts E.K Nyarko page 38-40
Learning Indicator(s)	B6. I.I.I.2.
Performance Indicator	Learners can study and generate own ideas for creating own artworks from international artworks
Strand	Visual Arts
Sub strand	Thinking and Exploring Ideas
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)
	<p>Learners sing songs and recite rhymes about work.</p> <p>Learners mention some visual artworks produced in Ghana.</p>	<p>Let learners generate ideas from the artworks of Ibrahim Mahama</p> <p>Ibrahim Mahama, born in 1987 and based in Tamale is Ghanaian artist who obtained a master of fine arts in painting and sculpture in 2013. He uses old jute sacks, stitching them together and draping them over architectural units. Some of his works include; A friend, Odo Nti, fragments of white cube etc.</p>	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p> <p>Learners retell the history of Ibrahim Mahama in groups</p>
	<p>Call learners to recall some history facts about Ibrahim Mahama.</p> <p>Use series of questions to review their understanding in the previous lesson</p>	<p>Show pictures of his artworks to learners for them to generate their own ideas.</p>  <p>Assessment: learners to use ideas generated to create their own artworks</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Teacher moves round the classroom to monitor the progress of learners based on the task given them</p> <p>Learners display their artworks for appreciation</p>

Week Ending	10 th January, 2020		
Class	Six		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 70		
Learning Indicator(s)	B6.1.6.1.1-3		
Performance Indicator	<ul style="list-style-type: none"> • Learners can explore and say the names of cities in Ghana • Learners can explore or say some towns and villages in Ghana. • Learners can discuss the major rivers in Ghana 		
Strand	Oral Language		
Sub strand	Conversation		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Cultural identity and global citizenship, 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)
	<p>Let learners find the rhyming pairs for these words. First unscramble the words</p> <ol style="list-style-type: none"> 1. RBAE & HREAS 2. WNRODED & UTRHNDE 3. TUGHAT & HBTUGO 4. ODULC & ODOG <p>Answers: Bare & Share Wonder & Thunder Taught & Bought Could & Good</p>	<p>Show learners a current map of Ghana and mention some of the capital towns.</p> <p>Let learners point to and mention the names of cities on the map.</p> <p>Discuss some of the locations of the cities.</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p>
	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Ask learners to mention names of towns and villages they know.</p> <p>Assist learners to mention the names of some towns and villages in Ghana.</p> <p>Let learners discuss the locations of these towns and villages.</p> <p>Ask learners to tell which villages they come from.</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p>
	<p>Engage learners to play the “What letter am I writing” game. Put learners into groups of two. The teacher writes a letter in the air. Learners makes the letter sound and tell the teacher the sound that has been written</p>	<p>Ask learners to mention the sources of the water that flow in the taps or boreholes in community.</p> <p>Let learners point to the rivers indicated on the map.</p> <p>Lead learners to mention the major rivers in Ghana after looking at the map.</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p>

Week Ending	10 th January, 2020		
Class	Six		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 71		
Learning Indicator(s)	B6.1.6.1.7		
Performance Indicator	Learners can strike a tossed ball with the hands above the forehead		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop personal skills and competencies such as accuracy, precision, coordination strength, balance, courage, patience, teamwork etc. as they practice how to strike a tossed ball with the hands above the forehead.			
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)
	Take learners through general and specific warm ups	Group learners into two teams. Demonstrate to learners how to strike a tossed ball with the hands above the forehead Learners toss a ball and strike it with the palm or fist (overhead) to a target base on their ability. Learners practice over hanged net (optional) by striking a tossed ball over it to the target for mastery of tennis serve. Learners play mini volleyball starting with tennis serve.	Organize a game for learners to experience the skill in real-life situation. End the lesson with a cool down

Week Ending	10 th January, 2020		
Class	Six		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B6.3.1.1.1.-2		
Performance Indicator	<ul style="list-style-type: none"> • Learners can demonstrate how to use the file menu and insert, design, and layout ribbons. • Learners can demonstrate how to use icons in the Text group in the Insert Ribbon. 		
Strand	Word Processing		
Sub strand	Introduction To MS-Word		
Teaching/ Learning Resources	Images of clipboard, styles, fonts, paragraph and editing in in the Home Tab of MS –Word.		
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)
	Show learners pictures or short videos on current trends of technology in the world	<p>Let learners create a document by writing a two-paragraphed sentences</p> <p>Guide learners to use File menu, Insert, Design and Layout Ribbon in editing the document</p> <p>Guide learners to properly use the icons in the Insert Ribbon.</p>	Teacher goes round the class to monitor the progress of learners based on the task given them