



WEEKLY SCHEME OF LEARNING-WEEK SIX

Basic four (4)

Fayol Inc.

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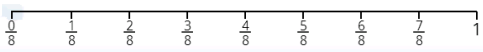
NAME OF SCHOOL.....

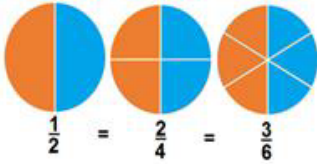
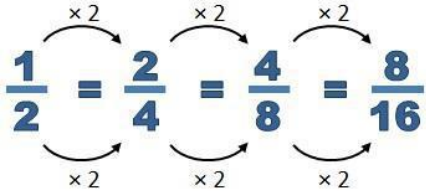
Week Ending	18 th October, 2019.		
Class	Four		
Subject	ENGLISH		
Reference	English curriculum Page		
Learning Indicator(s)	B4.1. 3.1.2 B4.2.3.1.2 B4.3.2.1.2 B4. 4.6.1.2 B4.5.3.1.2. B4.6.1.1.1.		
Performance Indicator	<ul style="list-style-type: none"> A. learners can identify and discuss values in poems B. learners can read words with digraphs to make meaningful sentences C. learners can identify and use quantifiers to show quantities D. Learners can identify the main idea and minor ideas/supporting details in a paragraph E. learners can identify and use: Proper nouns (refer to cities and countries) ,Common nouns F. learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read 		
Teaching/ Learning Resources			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners sing familiar songs, rhymes and poems.</p> <p>My name is Ghana, The spirit of the nation is wailing, echoing from afar in the wilderness. Ooh Ghana! Ooh Ghana!! Ooh Ghana!!!</p>	<p><u>A.ORAL LANGUAGE</u> Have learners recite the poem learnt.</p> <p>Put them in groups to discuss the values in the poem.</p> <p>Have groups share their views with the whole class.</p> <p>Assessment: Engage learners in recitation for mastery.</p>	<p>What have we learnt today?</p> <p>values in poems</p> <p>Have learners to relate values in poems to real life situations.</p> <p>Have learners summarize the important points in the lesson</p>

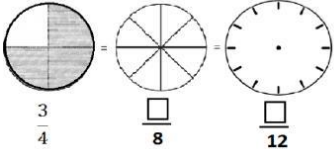
		Have them to discuss the values in the poem	
	<p>Have learners play Pick and Read game.</p> <p>Have learners pick word cards, blend the sounds and read one syllable words, then writes the word on the board</p>	<p>B. <u>READING</u></p> <p>Revise the lesson on prefixes.</p> <p>Through brainstorming have learners come up with as many words that belong to a particular digraph. Have learners identify these digraphs as they read.</p> <p>Have learners hunt for these words and build a portfolio on them. Ask learners to identify digraphs in simple sentences.</p> <p>E. g. The girls shouted. (sh as in shout)</p> <p><i>Note: Common digraphs include ch, ck, gh, gr, sch, sc</i></p> <p>Assessment: Learners form their own sentences using words with digraphs.</p>	
	<p>Write a CVC word on the board.</p> <p>Invite learners to come up, in turns, and change one letter to make a new word.</p> <p>They must read their new word. If they are unsure of the word encourage them to sound it out e.g. fun-sun-sin-sit-sat-cat-mat-pat-pan-pin etc.</p>	<p>C. <u>GRAMMAR</u></p> <p>Numerals (cardinals: one, two)</p> <ul style="list-style-type: none"> - Some, few/little, etc. - No, all/every <p>Have learners read sentences with quantifiers from the board.</p> <p>e. g. some, few/little, one, two, No, all /every etc.</p> <p><i>Put some pictures on the wall.</i></p> <p>Use more examples to show that these quantifiers are</p>	

		<p>used with non-countable nouns: few, little, etc.</p> <p>e. g. little water, little bread, few books, etc.</p> <p>assessment: Have learners write sentences using quantifiers e.g. many books, a piece of chalk and identify them from given sentences/texts.</p>	
	<p>Engage learners in the “Look-Say-Cover-Write-Check Game”</p> <p>Words are written on flashcards.</p> <p>The words are shown to the pupils to observe them for some time.</p> <p>Later the teacher removes the flashcards and pupils write the word from memory.</p> <p>The teacher then bring back the flashcards with the words for pupils to check and see whether they had the word right or wrong.</p>	<p><u>D.WRITING</u></p> <p>Provide sample paragraphs that have main ideas and supporting details.</p> <p>Discuss one of these and guide learners to identify the main and supporting ideas.</p> <p>Assessment: Have learners work in groups of four to read and identify the main idea and supporting ideas.</p> <p>Guide them with the questions:</p> <p>i. What is the paragraph talking about/What is the main idea in the paragraph?</p> <p>ii. Which sentence has the main idea?</p> <p>Which sentences say something about the main idea?</p>	
	<p>Engage learners in the Body syllables game.</p> <p>The teacher gives the class a word or name and they have to make a move touching a body part for each syllable</p>	<p><u>E.WRITING CONVENTIONS</u></p> <p>Proper nouns</p> <p>Have learners read simple sentences with names of cities and countries from the board.</p>	

	<p>E.g. for the word elephant (3 syllables) the children could touch their head, then shoulders, then hips.</p> <p>This can be modified so that rather than children touching body parts they clap for each syllable.</p> <p>Guide learners to choose and read books during the library period.</p>	<p>Put learners into groups to identify the names of cities and countries.</p> <p>Assessment: Have learners identify proper nouns from paragraphs/passages.</p> <p>Have learners form sentences with names of other cities and countries.</p> <p>Common nouns Introduce common nouns in context.</p> <p>Have learners read simple sentences with common nouns from the board.</p> <p>Put learners into groups to identify the common nouns.</p> <p>Assessment: Have learners identify common nouns from paragraphs/passages.</p> <p>Have learners form sentences with the common nouns identified</p> <p><u>F. EXTENSIVE READING</u> Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers.</p> <p>Ask each learner to write a two-paragraph summary of the book read.</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p>Have learners to tell what they read to the whole class.</p>
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Week Ending	18 th October, 2019.		
Class	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 41		
Learning Indicator(s)	B4.1.3.1.1 B4.1.3.1.2		
Performance Indicator	<ul style="list-style-type: none"> learners can generate unit fractions and locate a unit fraction, e.g. one-eighth, on a number line by defining the interval from 0 to 1 as the whole and partitioning it into 8 equal parts and that each part has size $\frac{1}{8}$ Learners can recognize and name equivalent fractions using pictorial representations and number line to determine the Lowest Common Denominator (LCD). 		
Strand	Number		
Sub strand	Fractions		
Teaching/ Learning Resources	Paper strips, cut out shapes		
Core Competencies: Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Attention to Precision; Look for Patterns and Relationships			
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)
Monday	<p>Put learners in two groups. Call out a number between 1 and 6. E.g. 3.</p> <p>Learners must call out the double (2x) of that number. In this case 6 is the answer. Try out more numbers. The group that answers more wins.</p>	<p>Use number line to locate one eighth by defining the interval from 0 to 1 as the whole and partitioning it into 8 equal parts</p>  <p>Assessment: Have learners to practice with more examples</p>	Review lesson with learners by giving them task to solve in their workbooks.
Tuesday	Have learners to solve for the missing numbers in the empty cells	<p>Ask pupils to draw several lines, 30 units each, and mark the ends 0 and 1. For each line ask them to partition the interval from 0 to 1 into each of the following unit fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$ and $\frac{1}{10}$</p>	Review lesson with learners by giving them task to solve in their workbooks.



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+		1	2	3																			
1		2		4																			
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<p>Wednesday</p>	<p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>	<p>Use fraction chart to illustrate the concept of equivalent fractions (i.e. equal fractions that have different fractional units or denominators) i.e. one-half is 2-fourths, 3-sixth or 4-eighths</p>  <p>$\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$</p> <p>Assessment: Have learners to practice with more examples</p>	<p>Review lesson with learners by giving them task to solve in their workbooks.</p>																				
<p>Thursday</p>	<p>Engage learners to sing</p> <p>I'm counting one, what is one</p> <ul style="list-style-type: none"> • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Saviour • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God 	<p>Illustrate the relationship between fractions and their equivalences by observing the different fractional units or denominators (i.e. the numerator is multiplied by the number of units the denominator is further broken into)</p>  <p>$\frac{1}{2} = \frac{2}{4} = \frac{4}{8} = \frac{8}{16}$</p> <p>Assessment: Have learners to practice with more examples</p>	<p>Review lesson with learners by giving them task to solve in their workbooks.</p>																				

<p>Friday</p>	<p>Engage learners to sing We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well</p>	<p>Ask pupils to colour fractions that are equivalent to given fractions or write more equivalent fractions for give n fractions</p> $\frac{1}{3} = \frac{\square}{6} \quad \frac{4}{8} = \frac{\square}{2} \quad \frac{2}{6} = \frac{\square}{12}$ $\frac{4}{12} = \frac{\square}{3} \quad \frac{2}{4} = \frac{\square}{8} \quad \frac{1}{3} = \frac{\square}{12}$ <div style="text-align: center;">  </div> <p>To determine the equivalent fractions of given fractions, find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions that are comparable</p> <p>Assessment: Have learners to practice with more examples</p>	<p>Review lesson with learners by giving them task to solve in their workbooks.</p>
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Week Ending	18 th October, 2019.		
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page 4		
Learning Indicator(s)	B4.1.2.2.1		
Performance Indicator	learners can Identify a liquid-liquid mixture and describe how to separate its components		
Strand	Diversity of matter		
Sub strand	Materials		
Teaching/ Learning Resources	Metals, woods plastics soil stones paper pencil crayons balloons water sand salt sugar		
Core Competencies: Critical Thinking and Problem-Solving 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)
	<p>Teacher introduces the lesson to learners.</p> <p>Learners are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition</p>	<p>Display different types of liquids for learners to observe, e. g. water, kerosene, cooking oil, milk, soft drinks, etc.</p> <p>Task learners to identify the liquids provided.</p> <p>In groups, learners mix liquids of the same kind, different kinds and then observe and record their findings, e.g., vinegar and water, palm oil and water, etc.</p>	<p>What have learnt today?</p> <p>Identifying and separating liquid- liquid mixtures.</p> <p>Have learners to summarize the main points of the lesson</p>
	<p>Put students into groups of three 3 and number them 1-3.</p> <p>Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group.</p>	<p>Engage learners in discussion to describe the different types of liquid-liquid mixtures.</p> <p>Those which are able to mix uniformly (miscible liquids) and those which are not able to mix uniformly (immiscible)</p>	<p>What have learnt today?</p> <p>Identifying and separating liquid- liquid mixtures.</p> <p>Have learners to summarize the main points of the lesson</p>

	<p>The group who explains well wins</p>	<p>Project: Separation of a mixture of immiscible liquids. Learners investigate to separate a mixture of immiscible liquids such as cooking oil and water.</p> <p>This activity can be undertaken with the aid of a separating funnel or an improvised version of it. Do not bring liquids that are flammable or poisonous to class for this lesson.</p>	
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Week Ending	18 th October, 2019.		
Class	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	curriculum Page 4		
Learning Indicator(s)	B4.1.3.2.1.		
Performance Indicator	learners can identify people in the community		
Strand	All about us		
Sub strand	My Family		
Teaching/ Learning Resources	Pictures, word cards, charts, videos		
Core Competencies: Personal Development and Leadership Critical thinking and problem solving Trustworthiness			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Have learners to sing songs and recite rhymes related to the lesson	Learners talk about various people in the community e.g. Parents, Teachers, Pastors, Imams, Chiefs, Queens, Police, Traders, and Drivers. Learner's role play to bring out the characteristics of different people in the community, e.g. strangers, drug addicts, drunkards and people with questionable character and talk about people who are likely to help or harm people.	What have we learnt today? People in the community Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently
	Give students the new names of key individuals along with sources which quote them. Have learners to match the name of individuals to their quotes	Learners draw and colour different people in the community. Learners talk about how they can become good people in the community.	What have we learnt today? People in the community Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently

Week Ending	18 th October, 2019.		
Class	Four		
Subject	Religious & moral education		
Reference	RME curriculum Page 25		
Learning Indicator(s)	B4. 1.2.1.1		
Performance Indicator	Learners can discuss the effects of human activities on the environment.		
Strand	God his creation and attributes		
Sub strand	The environment		
Teaching/ Learning Resources	Videos and pictures		
Core Competencies: Respect, Caring, Responsibility, stewardship, Love, Communication and Collaboration, Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Put students into groups of three 3 and number them 1-3.</p> <p>Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group.</p> <p>Paste pictures on the board for learners to observe about it</p>  	<p>Guide learners to talk about the human activities in the environment.</p> <p>Show pictures and video clips on human activities that destroy the environment: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc.</p> <p>Assessment: Let learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, less rainfall, famine, drought, etc.</p>	<p>What have we learnt today?</p> <p>Effects of human activities on the environment.</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p>

Week Ending	18 th October, 2019.		
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page 22		
Learning Indicator(s)	B4.2.1.1.2		
Performance Indicator	Learners can State the factors that led to decline of the Kingdom you have studied.		
Strand	My country Ghana		
Sub strand	The people of Ghana		
Teaching/ Learning Resources	Videos and pictures		
Core Competencies: cultural identity and 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>Paste a chart of pictures on the board. The pictures should contain the pictures of some selected individuals in a major kingdom leant.</p> <p>Write some popular quotes by this individuals on sticky notes.</p> <p>Call out learners to identify the individuals with their quotes.</p>	<p>Give reasons why some of the Kingdoms declined. E.g. Internal disputes (rebellions, succession disputes), British interference, conquest by another kingdom, desire to expand territories – Akwamu’s location to the east of the Volta in 1733, Denkyira’s decline in 1701, Asante’s decline in 1874.</p> <p>Assessment: Have learners to analyze the main the reasons for the decline of kingdoms and present their answers to the class</p>	<p>What have we learnt today?</p> <p>Factors that led to decline of the Kingdom</p> <p>Review the lesson with learners. Let learners appreciate the unfallen kingdoms in Ghana</p>
	<p>Have learners to watch videos or pictures of some great kingdoms in Ghana</p>	<p>Give reasons why some of the Kingdoms declined. E.g. Internal disputes (rebellions, succession disputes), British interference, conquest by another kingdom, desire to expand territories – Akwamu’s location to the east of the Volta in 1733,</p>	<p>What have we learnt today?</p> <p>Factors that led to decline of the Kingdom</p> <p>Review the lesson with learners. Let learners appreciate the unfallen kingdoms in Ghana</p>

		<p>Denkyira's decline in 1701, Asante's decline in 1874.</p> <p>Assessment: Have learners to analyze the main the reasons for the decline of kingdoms and present their answers to the class</p>	
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Week Ending	18 th October, 2019.		
Class	Four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page 51		
Learning Indicator(s)	B4 2.3.5.1		
Performance Indicator	Learners can perform own compositions to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana		
Strand	Performing Arts		
Sub strand	Displaying and sharing		
Teaching/ Learning Resources	Photos, videos, art paper, colours and traditional art tools , other materials available in the community		
Core Competencies: Decision Making Creativity and Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Have Learners to watch a short video or live performances that reflect the history and culture of the people in Ghana	Learners are to decide on the types and number of compositions to be performed during the event to reflect the history and culture of the people of Ghana based on the selected theme, time available and the expected audience; Assign individual and group tasks and responsibilities and ensure they are carried out successfully e.g. master of ceremony, ushering and introduction of special guests and other dignitaries to the show (e.g. explaining the concepts/title of the compositions, performances and the theme for the event, recording of comments and suggestions);	What have we learnt today? Planning and Displaying of own artworks. Give Learners home task to observe and reflect on a specific activity within their environment and compose a short performance for class discussion
	Have learners to setup the place for the display	Arrange the sequence of performances to best tell	What have we learnt today?

		<p>the story of the event from the beginning to the end;</p> <p>Follow the program of the day for opening, performances and closing.</p>	<p>Planning and Displaying of own artworks.</p> <p>Give Learners home task to observe and reflect on a specific activity within their environment and compose a short performance for class discussion</p>
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Week Ending	18 th October, 2019.		
Class	Four		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 37		
Learning Indicator(s)	B4.2.6.1.1. 1 B4.2.6.1.2 B4.2.6.1.3		
Performance Indicator	<ul style="list-style-type: none"> • Learners can explain the meanings of unfamiliar words. • Learners can explain the meanings of figurative expressions. • Learners can answer factual questions 		
Strand	Reading		
Sub strand	Comprehension		
Teaching/ Learning Resources	Manila cards, markers, recorded audios visual		
Core Competencies: Communication and collaboration 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>Let learners sing a song they know.</p> <p>Engage learners in the “Lucky Dip game” Learners take turns to dip their hands into a box containing words of collective nouns, pick a card and use the word in a sentence. E.g. a team of horses, a bevy of ladies, a flock of sheep</p>	<p>Read aloud a passage.</p> <p>Read the passage again while learners repeat after you. Let learners read the passage as a group and individually.</p> <p>Let learners read a paragraph of the passage in turns.</p> <p>Ask learners to mention unfamiliar words they see in the passage and write the words on the board.</p> <p>Discuss the words with learners to get the meanings of the words.</p> <p>Assessment: Group learners and let them find the meanings of given unfamiliar words.</p>	<p>Review the lesson with learners.</p> <p>Have learners to familiarize themselves with the key words in the passage</p>

		Let learners explain the meanings of unfamiliar words	
	Choose 5-6 letters that the learners know and make 5-10 cards with each sound on. Give each child a card and ask them to remember the sounds and hide it. They walk around the classroom making that sound and find other children saying the same sound. They form groups of the same sound	<p>Read aloud a passage.</p> <p>Write the figurative expressions in the passage on the board.</p> <p>Lead learners to read the figurative expressions as a group and individually.</p> <p>Lead learners through discussion to find the meanings of the figurative expressions.</p> <p>Let learners find the meanings of more figurative expressions</p>	<p>Review the lesson with learners.</p> <p>Have learners to familiarize themselves with the key words in the passage</p>
	Write nine key words used in the previous lesson, in boxes on the board. Challenge students to make a (historically accurate) sentence of at least three lines or a short paragraph using them all	<p>Let learners read the passage again in turns.</p> <p>Call a learner to ask a question based on the passage read for the other learners to answer.</p> <p>Ask questions for learners to answer.</p>	<p>Review the lesson with learners.</p> <p>Have learners to familiarize themselves with the key words in the passage</p>

Week Ending	18 th October, 2019.		
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	Physical education curriculum Page 66		
Learning Indicator(s)	B4.1.6.1.6:		
Performance Indicator	Learners can strike a bounce ball with the hands and feet.		
Strand	Motor skills and movement pattern		
Sub strand	Rhythmic skills		
Teaching/ Learning Resources	Pictures and videos, ball		
Core Competencies: personal and leadership skills such as accuracy, precision, coordination, strength, and balance,			
DAYS	PHASE 1: STARTER 10 <i>MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40 <i>MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION 10 <i>MINS</i> (Learner And Teacher)
	Take learners through general and specific warm ups	In pairs, a partner tosses a lightweight ball to a colleague to hit over varying distances. Serve a lightweight ball to a partner, using the underhand movement pattern. Strike a gently tossed ball with feet, using a side orientation.	Have learners to practice individually and in groups. Help those who finds it difficult and help them Assessment: Organize mini game for learners for fun and enjoyment. Take learners through cool down to end the lesson

Week Ending	18 th October, 2019.		
Class	Four		
Subject	COMPUTING		
Reference	Computing curriculum page 22		
Learning Indicator(s)	B4.1.2.1.2. B4.1.2.1.3.		
Performance Indicator	<ul style="list-style-type: none"> Learners can demonstrate how to Personalize the Desktop Background using required tools and settings; Learners can demonstrate the use of the Sections of the Taskbar; Start Menu (Location and Launching only), Pinned Applications (Launched / Minimized program) and Notification Area or system tray (Date & Time, and Volume). 		
Strand			
Sub strand	INTRODUCTION TO MS-WINDOWS INTERFACE		
Teaching/ Learning Resources			
Core Competencies: Software Manipulation Skill 1. 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>Take some extreme close-up pictures of personalized Desktop Background</p> <p>Pass them around and get the students to guess what they are and hence introduce the lesson for the day</p>	<p>Show projected examples of personalized Desktop Background to learners with the aid of a projector or pictures.</p> <p>Guide learners to personalize the Desktop Background using the required tools and settings.</p> <p>Guide learners to explore the use of the Taskbar, Start Menu, and Pinned Applications and Notification Area.</p> <p>Assessment: Call out learners in turns and have them to personalize desktop backgrounds using the required tools and settings</p>	<p>What have we learnt today?</p> <p>We have learnt how to personalize Desktop Background</p>