TERM THREE
WEEKLY LESSON NOTES – B7
WEEK 6

Week Ending: 21st OCT, 2022	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Communication Networks	
Class: B7	**Class Size:**	**Sub Strand:** Algorithm	
Content Standard: B7.4.2.1.Analyse the correct step-by-step procedure in solving any real-world problem	**Indicator:** B7.4.2.1.1 Understand the use of sequence, selection and iteration in writing a programme.		**Lesson:** 1 of 2
Performance Indicator: Learners can demonstrate the use of constants and variables used in programming		**Core Competencies:** CC8.2: CP6.1	
Reference: Computing Curriculum P.g. 21			
Keywords: Algorithm, source code, compiler, data type, variable, constant, conditional, array, loop, function, class			

Activities For Learning & Assessment	**Resources**	**Progression**
Starter (5 mins) Write numbers (1-10) in an orderly arrangement to represent sequence. Have learners observe the pattern and talk about it. Task learners to write thier itinerary for the day in a logical order to depict sequence. Share performance indicators and introduce the lesson. ***Main (35 mins)*** Brainstorm learners for the meaning of sequence, selection and iteration in writing a programme *Sequence is the order in which the statements in programing are executed one after another. The sequence of a program is extremely important as carrying out instructions in the wrong order leads to a program performing incorrectly*. Show pictures to learners to see a practical example of how a computer boots. 	Pictures and videos	Learners will be able to; Write down any set of numbers (e.g. 1-10) in an orderly arrangement to represent a sequence. 2. Present a case study where there is more than one option to choose from and still the same outcome is achieved. 3. Develop a solution to a problem which uses iteration to control the flow of the program.

Explain sequencing as the means through which the computer runs a code in order, one line at a time from the top to the bottom of a program. It starts at line 1, then executes line 2, then line 3 and so on until it reaches the last line of the program. Present a case study that has more than one option to choose from and still achieve the same outcome with any option chosen. For example, tea with or without sugar options can still meet a beverage outcome (selection). Develop a solution to a problem which uses iteration to control the flow of the programme (iteration). Guide la to describe the meanings of the term's algorithm, decomposition and abstraction. Demonstrate practically by using Programs such as lightbot for practical lessons. Assessment Present a case study where there is more than one option to choose from, and yet any option selected leads to the same outcome ***Reflection*** ***(10 mins)*** Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.		
Homework/Project Work/Community Engagement Suggestions		
• List a set of numbers (61-100) in an orderly arrangement to represent a sequence.		
Cross-Curriculum Links/Cross-Cutting Issues		
None		
Potential Misconceptions/Student Learning Difficulties		
Learners may not easily understand the concepts and terminologies under programming		

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Class: B7	**Class Size:**	**Sub Strand:** Algorithm

Content Standard: B7.4.2.1.Analyse the correct step-by-step procedure in solving any real-world problem	**Indicator:** B7.4.2.1.1 Understand the use of sequence, selection and iteration in writing a programme.	**Lesson:** 2 of 2

Performance Indicator: Learners can demonstrate the use of constants and variables used in programming	**Core Competencies:** CC8.2: CP6.1

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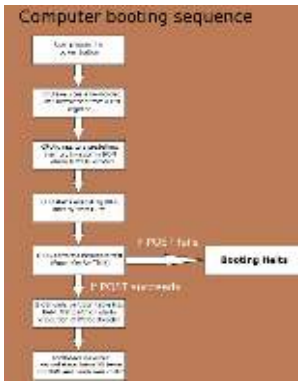
Starter (5 mins) Write numbers (1-10) in an orderly arrangement to represent sequence. Have learners observe the pattern and talk about it. Task learners to write thier itinerary for the day in a logical order to depict sequence. Share performance indicators and introduce the lesson. ***Main (35 mins)*** Brainstorm learners for the meaning of sequence, selection and iteration in writing a programme *Sequence is the order in which the statements in programing are executed one after another. The sequence of a program is extremely important as carrying out instructions in the wrong order leads to a program performing incorrectly*. Show pictures to learners to see a practical example of how a computer boots.  Explain sequencing as the means through which the computer runs a code in order, one line at a time from the top to the bottom of a program. It starts at line 1, then executes line 2, then line 3 and so on until it reaches the last line of the program.	Pictures and videos	Learners will be able to; Write down any set of numbers (e.g. 1-10) in an orderly arrangement to represent a sequence. 2. Present a case study where there is more than one option to choose from and still the same outcome is achieved. 3. Develop a solution to a problem which uses iteration to control the flow of the program.

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