**2023 LONGHORN COMPUTER SCIENCE LESSON PLAN TERM 3**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | Computer science | 7 | / /2023 |  |  |

**STRAND: COMPUTER NETWORKS**

**SUB STRAND**: **internet concepts** – internet as a resource that runs on a global network of computers

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the internet as a resource that runs on global network of computers
* Connect to the internet to search for topical issues
* Appreciate the use of internet as a computer network resources

**KEY INQUIRY QUESTION (S)**

Why do you use the internet?

How do you connect to the internet?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 141

Pictures, computing devices Digital devices, models

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to study the pictures in the learner’s book page 141

Let them describe how the computer users in different countries are connecting

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to use available resources to find the meaning of internet

* Digital literacy will be acquired

Evaluate their answers and guide them accordingly

**STEP 2**

Ask learners to list how many people are connected to the internet in the world

* This will promote critical thinking

**STEP 3**

In groups, learners to carefully read the paragraph in the learner’s book page 142 in turns

Ask learners to list what made it possible for Halima to connect with her parents using her computer

* This activity will enable them to improve their communication and collaboration skills as they discuss and shares ideas

**STEP 4**

Ask learners to list the ways in which Halima made new friends from Italy.

* This will promote critical thinking and self efficacy

**STEP 5**

Ask the class to list what the internet enables us to do

Evaluate their answers and correct them where necessary

Ask learners to read the notes at the Fact Bank section in the learner’s book page 142

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Ask learners to find out who owns the internet

**REFLECTION ON THE LESSON:**

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**STRAND**: Computer Networks

**SUB STRAND**: **internet concepts** – benefits of the internet

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Explain the benefits of internet in the immediate environment
* Connect to the internet to search for topical issues
* Appreciate the use of internet as a computer network resources

**KEY INQUIRY QUESTION (S)**

Why do you use the internet?

How do you connect to the internet?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 143

Pictures, computing devices Digital devices, models

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to study the pictures in the learner’s book page 143

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to list the uses of the internet as identified in the pictures

* Communication and collaboration will be developed as learners interact and listen to each others’ ideas

**STEP 2**

Ask learners to discuss uses of internet

**STEP 3**

Let the learners present their findings in class about the benefits of the internet

* This will promote critical thinking and self efficacy among learners

**STEP 4**

Ask learners to search the internet on the benefits of the internet and write notes on the same

Allow them to read their notes to the class

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide learners to design flyers with messages creating awareness on the benefits of the internet

**REFLECTION ON THE LESSON:**

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**STRAND**: Computer Networks

**SUB STRAND**: **internet concepts** – challenges of the internet

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Explain the challenges of internet in the immediate environment
* Connect to the internet to search for topical issues
* Appreciate the use of internet as a computer network resources

**KEY INQUIRY QUESTION (S)**

Why do you use the internet?

How do you connect to the internet?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 144

Pictures, computing devices Digital devices, models

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to read the conversation between Lenny and his mother in the learners’ book page 144-145

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to list the challenges of the internet as mentioned in the conversation

* Communication and collaboration will be developed as learners interact and listen to each others’ ideas

**STEP 2**

Ask learners to discuss the challenges of internet

Let the learners present their findings in class about the challenges of the internet

* This will promote critical thinking and self efficacy among learners

**STEP 3**

Ask learners to share their personal experiences on the challenges they faced while using the internet

**STEP 4**

Allow them to read the notes in the Fact Bank section in the learner’s book page 146 and expound more on challenges of internet

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide learners to design flyers with messages creating awareness on the challenges of the internet

**REFLECTION ON THE LESSON:**

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**STRAND**: Computer Networks

**SUB STRAND**: **internet concepts** – ways of overcoming internet challenges

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Explore ways of overcoming challenges of the internet in the immediate environment
* Connect to the internet to search for topical issues
* Appreciate the use of internet as a computer network resources

**KEY INQUIRY QUESTION (S)**

Why do you use the internet?

How do you connect to the internet?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 146

Pictures, computing devices Digital devices, models

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to read the message displayed on the billboard in the learner’s book page 1

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to identify ways of overcoming internet challenges from the message on the billboard

* This will help them improve their critical thinking and problem solving skills

**STEP 2**

Ask learners in class to discuss how they have personally tackled internet challenges

Let them write down the answers and share

* This will promote self efficacy and respect as they share the answers

**STEP 3**

Guide the learners to search for information on ways of overcoming internet challenges

* This will promote digital literacy

Let them write down their answers and present to their classmate

**STEP 4**

Allow them to read the notes in the Fact Bank section in the learner’s book page a47 and expound more ways of overcoming internet challenges

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide learners to compose a poem about ways of overcoming internet challenges

* This will promote imagination and creativity

Ask learners to recite the poem during their own free time

**REFLECTION ON THE LESSON:**

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**STRAND**: Computer Networks

**SUB STRAND**: **internet concepts** – basic requirement for internet connectivity

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify basic requirement for internet connectivity
* Connect to the internet to search for topical issues
* Appreciate the use of internet as a computer network resources

**KEY INQUIRY QUESTION (S)**

Why do you use the internet?

How do you connect to the internet?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 148

Pictures, computing devices Digital devices, models

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to individually read the story of Kageni in the learner’s book page 148

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to identify and list what Kageni required to send his homework

* This will propel critical thinking and creativity

**STEP 2**

Guide the learners to access the internet using appropriate electronic devices to search the meaning of

1. Internet service provider
2. Internet software
3. Communication media
4. Communication device

* This will enhance digital literacy

**STEP 3**

Guide the learners to search and list examples of internet connectivity requirements

* This will advance their digital literacy as well as communication and collaboration

**STEP 4**

Allow them to read the notes in the Fact Bank section in the learner’s book page 149 and expound on the basic requirements for internet connectivity

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide learners to do activity 7, learner’s book page 150 on how to connect to the internet and using it

**REFLECTION ON THE LESSON:**

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**STRAND**: Computer Networks

**SUB STRAND**: **World wide web**– importance of World Wide Web

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Explain the importance of world wide web as used in computer networks
* Use a web browser to locate resources in the world wide web
* Appreciate the use of world wide web as a repository of information

**KEY INQUIRY QUESTION (S)**

How do you access internet resources?

Why do you use a web browser?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 151

Pictures, computing devices Digital devices, models

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners and ask them to study the pictures in the learner’s book page 151 and identify them

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to identify the possible routes that a spider would follow to move between points X and Y of picture A.

**STEP 2**

Lead learners to identify any four connection paths between computer 3 and 7in picture B

**STEP 3**

Give the learners opportunity to name what is formed when picture B takes the shape of A and extends to cover region C

**STEP 4**

Allow the learners to find out the meaning of world wide web using a dictionary or a digital device connected to the internet

**STEP 5**

Task the learners to individually find the importance of world wide web from the internet

**STEP 6**

Allow them to read the notes in the Fact Bank section in the learner’s book page 152 and expound on the importance of world wide web

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide learners to use digital devices to search the internet on the importance of world wide web

Let them write note on their findings

**REFLECTION ON THE LESSON:**

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**STRAND**: Computer Networks

**SUB STRAND**: **World wide web**– features of a web browser

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the features of a web browser
* Use a web browser to locate resources in the world wide web
* Appreciate the use of world wide web as a repository of information

**KEY INQUIRY QUESTION (S)**

How do you access internet resources?

Why do you use a web browser?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 151

Pictures, computing devices Digital devices, models

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners in groups to find out from the dictionary or internet the meaning of the term browser

Evaluate their answer and guide them accordingly

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners in identify and listing examples of web browsers

* This activity will instil communication and collaboration

**STEP 2**

Guide the learners to name the icons showing examples of web browsers in the leaners’ book page 152

* This promotes learning to learn and critical thinking

**STEP 3**

Lead the learners o use the internet or available reference materials to search the information on the features of a web browser

Let them make short notes and present their findings in class

**STEP 4**

In groups, ask learners to study the pictures in the learner’s book page 153

Let them list the similarities displayed in the pictures

* This promotes critical thinking

**STEP 5**

Ask learners to label the features of the google chrome web page

Ask learners to write down the functions of the features they have mentioned

**STEP 6**

Allow them to read the notes in the Fact Bank section in the learner’s book page 155

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide learners to access web pages using the browsers in order to identify more features or a web browser

**REFLECTION ON THE LESSON:**

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**STRAND**: Computer Networks

**SUB STRAND**: **World wide web**– features of a web browser

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the features of a web browser
* Use a web browser to locate resources in the world wide web
* Appreciate the use of world wide web as a repository of information

**KEY INQUIRY QUESTION (S)**

How do you access internet resources?

Why do you use a web browser?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 151

Pictures, computing devices Digital devices, models

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners in groups to find out from the dictionary or internet the meaning of the term browser

Evaluate their answer and guide them accordingly

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners in identify and listing examples of web browsers

* This activity will instil communication and collaboration

**STEP 2**

Guide the learners to name the icons showing examples of web browsers in the leaners’ book page 152

* This promotes learning to learn and critical thinking

**STEP 3**

Lead the learners o use the internet or available reference materials to search the information on the features of a web browser

Let them make short notes and present their findings in class

**STEP 4**

In groups, ask learners to study the pictures in the learner’s book page 153

Let them list the similarities displayed in the pictures

* This promotes critical thinking

**STEP 5**

Ask learners to label the features of the mozilla firefox web page

Ask learners to write down the functions of the features they have mentioned

**STEP 6**

Allow them to read the notes in the Fact Bank section in the learner’s book page 155

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide learners to access web pages using the browsers in order to identify more features or a web browser

**REFLECTION ON THE LESSON:**

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**STRAND**: Computer Networks

**SUB STRAND**: **World wide web**– components of uniform resource locator URL

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the components of a uniform resource locator URL used to access resources in the internet
* Use a web browser to locate resources in the world wide web
* Appreciate the use of world wide web as a repository of information

**KEY INQUIRY QUESTION (S)**

How do you access internet resources?

Why do you use a web browser?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 154

Pictures, computing devices Digital devices, models

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners in groups to find out from the dictionary or internet the meaning of the term URL

Evaluate their answer and guide them accordingly

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to search for information on the components of a URL and make short notes

Learners to present their findings in class

* This activity will instil communication and collaboration

**STEP 2**

Guide the learners to name the components or URL address in the learner’s book page 154

* This promotes learning to learn and critical thinking

**STEP 3**

Guide the learners to access the internet and assist them to navigate through particular websites in turns

Ask them to look keenly at the changes on the URL as they navigate through the page

**STEP 4**

In groups, ask learners to write the correct sequence of the components of URL in the learner’s book page 155

* This promotes critical thinking

**STEP 5**

Allow them to read the notes in the Fact Bank section in the learner’s book page 155 in order to understand more about URL

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Ask learners to find the WWW terminologies in the crossword puzzle in the learner’s book page 155

**REFLECTION ON THE LESSON:**

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**STRAND**: Computer Networks

**SUB STRAND**: **World wide web**– locating resources in WWW using a web browser

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Locate resources in WWW using a web browser
* Use a web browser to locate resources in the world wide web
* Appreciate the use of world wide web as a repository of information

**KEY INQUIRY QUESTION (S)**

How do you access internet resources?

Why do you use a web browser?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 156

Pictures, computing devices Digital devices, models

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

In groups, lead the learners to open a web browser of their choice and search for information on how web browsers work

**STEP 2**

Ask learners to write down the URL containing the information they searched

* This improves their communication an collaboration skills as they discuss the correct information on the address bar

Teacher to access their progress during the exercise

**STEP 3**

Ask the learners take notes on the step by step working of web browsers

Evaluate their notes and correct them where necessary

**STEP 4**

Ask the learners to choose a representative from each group who will present their findings to their classmates

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Ask learners to find the WWW terminologies in the crossword puzzle in the learner’s book page 155

**REFLECTION ON THE LESSON:**

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**STRAND**: COMPUTER PROGRAMMING

**SUB STRAND**: **Computer Programming Concepts**– Meaning of program and computer programming

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Define the terms program, programmer and programming
* Launch and interact with a computer program for awareness
* Appreciate using computer programs in performing daily life activities

**KEY INQUIRY QUESTION (S)**

Why do computers have programs?

How do you use computer program?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 157-158

Pictures, computing devices Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

In groups, guide the learners to use the dictionary or search from the internet the meaning of the terms program, programmer and programming.

Allow them time to write down their answers and present them in class

**STEP 2**

In pairs, ask the learners to study the pictures in the learner’s book page 157

Let them identify and list the programmes they can see

**STEP 3**

Ask the learners to name the uses of the programs they have identified

Ask the learners to name the applications they have ever used

Evaluate their answers

**STEP 4**

Guide the learners to discuss the importance of the programs they have identified

Guide and correct them where necessary

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Ask learners to find out the importance of programming from the internet

**REFLECTION ON THE LESSON:**

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**STRAND**: COMPUTER PROGRAMMING

**SUB STRAND**: **Computer Programming Concepts**– importance of programming

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Explain the importance of programming as used in computing
* Launch and interact with a computer program for awareness
* Appreciate using computer programs in performing daily life activities

**KEY INQUIRY QUESTION (S)**

Why do computers have programs?

How do you use computer program?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 158- 159

Pictures, computing devices Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

In groups, guide the learners to read the messages in the learner’s book page 158-159 in turns

Through a question and answer sessions, let learners identify the importance of computer programming in the messages

**STEP 2**

In pairs, ask the learners to search for information on the importance of computer programming online

Let them write the importance of computer programmes

**STEP 3**

Guide the learners to discuss the importance of computer programming

Learners to make their presentation in class

**STEP 4**

Take the learners through the “Fact Bank” section in the learners’ book page 159 and elaborate more on the importance of programming

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Ask learners to find out other importance of programming from the internet

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | Computer science | 7 | / /2023 |  |  |

**STRAND**: COMPUTER PROGRAMMING

**SUB STRAND**: **Computer Programming Concepts**– application areas of computer programs

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify areas where computer programs are used in daily life
* Launch and interact with a computer program for awareness
* Appreciate using computer programs in performing daily life activities

**KEY INQUIRY QUESTION (S)**

Why do computers have programs?

How do you use computer program?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 158- 159

Pictures, computing devices Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

In groups, guide the learners to study the pictures in the learner’s book page 160-161 then discuss how computer programs are used

**STEP 2**

In pairs, allow learners to explain to each other how they use computer programs in their day to day life

Evaluate their answers and correct them where necessary

**STEP 3**

Guide the learners to search for information on the application areas of computer programs

Ask them to present their findings in a table as illustrated in the learner’s book page 161

**STEP 4**

Take the learners through the “Fact Bank” section in the learners’ book page 162 and elaborate more on the application areas of computer programming

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to identify application areas of computer programming

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | Computer science | 7 | / /2023 |  |  |

**STRAND**: COMPUTER PROGRAMMING

**SUB STRAND**: **Computer Programming Concepts**– application areas of computer programs

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify areas where computer programs are used in daily life
* Launch and interact with a computer program for awareness
* Appreciate using computer programs in performing daily life activities

**KEY INQUIRY QUESTION (S)**

Why do computers have programs?

How do you use computer program?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 158- 159

Pictures, computing devices Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to start their devices and start a game program

Ask them to name the game they have opened and allow them to play the game by encouraging them to equal chances to each other to play the game

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to list the steps they followed to open, play and quit the game

Encourage them to present the information on a table

**STEP 2**

Ask learners to name other programs they have used in a phone or computer

Select learners to answer this question in turns

**STEP 3**

Guide the learners to follow the steps in the learner’s book page 163 to launch the paint program

Teacher to demonstrate this activity

**STEP 4**

Guide the learners to explore, identify and discuss the parts of the paint program

Teacher to assist them in identifying the parts as you observe how they are participating

**STEP 5**

Guide the learners to play a video drawing using the paint program to the class

Ask learners to draw and colour the shapes in the learner’s book page 163

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Ask learners to print and present their work in class

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | Computer science | 7 | / /2023 |  |  |

**STRAND**: COMPUTER PROGRAMMING

**SUB STRAND**: **Visual programming concepts**– types of visual programming applications

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify types of visual programming applications for use
* Launch a visual programming applications in a computer
* Appreciate navigating a visual programming application interface

**KEY INQUIRY QUESTION (S)**

Why do you use visual programming applications?

How do you launch a visual programming applications?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 165

Pictures, computing devices Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

In groups, ask learners to use the dictionary or search in the internet the meaning of visual programming

Ask them to write down their findings and present to the class

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to search for information about types of visual programming applications

Let them list the types of visual programming applications

**STEP 2**

Ask learners to discuss any visual programming applications they are familiar with.

Evaluate their responses as you encourage all learners to participate in the discussion

**STEP 3**

Guide the learners to discuss why we use visual programming applications

Listen to them as they discuss the importance of visual programming applications to our lives

**STEP 4**

Ask learners to read Cate’s scenario and advise her on the application she can use

They should give reasons for the choice

**STEP 5**

Take learners through the “Fact Bank” section learner’s book page 165

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | Computer science | 7 | / /2023 |  |  |

**STRAND**: COMPUTER PROGRAMMING

**SUB STRAND**: **Visual programming concepts**– Launching a visual programming application

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify types of visual programming applications for use
* Launch a visual programming applications in a computer
* Appreciate navigating a visual programming application interface

**KEY INQUIRY QUESTION (S)**

Why do you use visual programming applications?

How do you launch visual programming applications?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 165

Pictures, computing devices Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners and ask them to launch the scratch program by following the steps listed in the learner’s book page 166

Assist individual learners to successfully launch the scratch applications

**STEP 2**

Observe how learners participate in launching the applications

Encourage them to assist each other to launch it

**STEP 3**

Group learners and ask them to launch the scratch program.

Ask learners to identify the features of scratch

**STEP 4**

Guide the learners to navigate the scratch program and list the features they have interacted with

Evaluate their answers after observing the features they interacted

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Let learners to the class project, learner’s book page 166

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | Computer science | 7 | / /2023 |  |  |

**STRAND**: COMPUTER PROGRAMMING

**SUB STRAND**: **Visual programming features**– features of scratch

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Explore features of a visual programming application
* Use the features of a visual programming applications to create a sequence of instructions to perform a task
* Appreciate the application of the features of a visual programming application to create a sequence of instructions

**KEY INQUIRY QUESTION (S)**

Why is visual programming popular in introducing computer programming?

How do you use visual programming application features?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 168-179

Pictures, computing devices Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

In groups, ask learners to study the picture in the learner’s book page 168 then identify and discuss the labelled features

Let them identify the parts labelled a to f

**STEP 2**

Ask learners to open the scratch applications in their digital devices then compare the interface with the picture in the learner’s book page 168

Let them give difference if any and explain why they could be different

**STEP 3**

Ask learners to search for more features of the scratch from the internet

Allow them time to write down short notes on their findings and read in class

**STEP 4**

Take the learners through the “Fact Bank” section and elaborate more about the features of scratch

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | Computer science | 7 | / /2023 |  |  |

**STRAND**: COMPUTER PROGRAMMING

**SUB STRAND**: **Visual programming features**– Functions of the features of scratch

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the functions of the features of scratch
* Use the features of a visual programming applications to create a sequence of instructions to perform a task
* Appreciate the application of the features of a visual programming application to create a sequence of instructions

**KEY INQUIRY QUESTION (S)**

Why is visual programming popular in introducing computer programming?

How do you use visual programming application features?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 168-179

Pictures, computing devices Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Play a video on navigating the scratch window for learners to watch

**STEP 2**

Ask learners to follow the steps listed in the learner’s book 170-172 to create an animation

Walk to individual groups and offer them any assistance they may require

**STEP 3**

Let learners create an animation that will produce the “meow” sound

Ensure that all learners participate in activity as this will foster unity, communication and collaboration among them as they work together to create animations

**STEP 4**

Take learners through the “fact bank” section and elaborate more on the functions of the features of scratch

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to search and match the features of scratch with their functions

**REFLECTION ON THE LESSON:**

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|  | Computer science | 7 | / /2023 |  |  |

**STRAND**: COMPUTER PROGRAMMING

**SUB STRAND**: **Visual programming features**– terminologies used in visual programming applications

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe terminologies used in visual programming applications
* Use the features of a visual programming applications to create a sequence of instructions to perform a task
* Appreciate the application of the features of a visual programming application to create a sequence of instructions

**KEY INQUIRY QUESTION (S)**

Why is visual programming popular in introducing computer programming?

How do you use visual programming application features?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 172

Pictures, computing devices Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

In groups, ask learners to search from the internet or look in the dictionary the meaning of the words listed in the learner’s book page 172

Ask them to write down their answers in their books

* This promotes learning to learn and digital literacy

**LESSON DEVELOPMENT**

**STEP 1**

Allow learners time to start their devices then ask them to open the work they had saved as sprite moves

**STEP 2**

Learners to follow the steps in the learner’s book page 173-174 to add more commands and create another animation

Observe as learners participate in the activity

**STEP 3**

Take the learners through this activity as they discuss what happens at each step

Ensure that discuss the correct happenings

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to do activity 5 on their own again

**REFLECTION ON THE LESSON:**

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|  | Computer science | 7 | / /2023 |  |  |

**STRAND**: COMPUTER PROGRAMMING

**SUB STRAND**: **Visual programming features**– terminologies used in visual programming applications

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe terminologies used in visual programming applications
* Use the features of a visual programming applications to create a sequence of instructions to perform a task
* Appreciate the application of the features of a visual programming application to create a sequence of instructions

**KEY INQUIRY QUESTION (S)**

Why is visual programming popular in introducing computer programming?

How do you use visual programming application features?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 172

Pictures, computing devices Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

In groups, ask learners to search from the internet or look in the dictionary the meaning of the words listed in the learner’s book page 172

Ask them to write down their answers in their books

* This promotes learning to learn and digital literacy

**LESSON DEVELOPMENT**

**STEP 1**

Allow learners time to start their devices then ask them to open the work they had saved from last lesson activity

**STEP 2**

Ask learners to change the repeat value to 1000 from 5, add the start block at the top of the stack then click on the green flag (start button) to start execution

Ask the learners to discuss what happens

**STEP 3**

Allow learners to perform step 3 by adding a block that change colour from the looks category

They should note that the sprite will change colour when the start button is clicked

**STEP 4**

Ask learners to read the notes at the “Fact Bank” section and

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to do activity 6 on their own again

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | Computer science | 7 | / /2023 |  |  |

**STRAND**: COMPUTER PROGRAMMING

**SUB STRAND**: **Visual programming features**– terminologies used in visual programming applications

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe terminologies used in visual programming applications
* Use the features of a visual programming applications to create a sequence of instructions to perform a task
* Appreciate the application of the features of a visual programming application to create a sequence of instructions

**KEY INQUIRY QUESTION (S)**

Why is visual programming popular in introducing computer programming?

How do you use visual programming application features?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 172

Pictures, computing devices Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

In groups, ask learners to search from the internet or look in the dictionary the meaning of the words listed in the learner’s book page 172

Ask them to write down their answers in their books

* This promotes learning to learn and digital literacy

**LESSON DEVELOPMENT**

**STEP 1**

Play a video on how the “IF” statement can be used to create a sequence of instructions

**STEP 2**

Ask learners to name the command used in creating instructions in the video

**STEP 3**

Ask learners to list the steps followed to create the instructions

Give learners chances to discuss the steps followed

Ensure that they list the steps as they are in the video

**STEP 4**

Guide the learners to create their own instructions using the “IF” command

* This will promote creativity and imagination as learners think of commands to create

Evaluate their creations and assist them where necessary

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to write reports on how and what they created then read the reports to their classmates

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | Computer science | 7 | / /2023 |  |  |

**STRAND**: COMPUTER PROGRAMMING

**SUB STRAND**: **Visual programming features**– using scratch to create a sequence of instruction

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe terminologies used in visual programming applications
* Use the features of a visual programming applications to create a sequence of instructions to perform a task
* Appreciate the application of the features of a visual programming application to create a sequence of instructions

**KEY INQUIRY QUESTION (S)**

Why is visual programming popular in introducing computer programming?

How do you use visual programming application features?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 176

Pictures, computing devices Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to start the scratch program and create a new file by adding the blocks as shown in the learners to discuss what happens when the blocks are executed

Evaluate their answers and correct them where necessary

**STEP 2**

Ask learners to remove the forever piece and click again then discuss what happens

**STEP 3**

Guide the learners to discuss other uses of the “IF” statement

**STEP 4**

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to repeat activity 8 again, learners book page 176

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | Computer science | 7 | / /2023 |  |  |

**STRAND**: COMPUTER PROGRAMMING

**SUB STRAND**: **Visual programming features**– using scratch to create a sequence of instruction

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe terminologies used in visual programming applications
* Use the features of a visual programming applications to create a sequence of instructions to perform a task
* Appreciate the application of the features of a visual programming application to create a sequence of instructions

**KEY INQUIRY QUESTION (S)**

Why is visual programming popular in introducing computer programming?

How do you use visual programming application features?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 176

Pictures, computing devices Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to follow the instructions provided in the scratch programs tutorial section to create a game, story or animation of their choices

**LESSON DEVELOPMENT**

**STEP 1**

Group the learners and allow them to choose tutorial then watch it

**STEP 2**

Ask learners to create a game, story or animation from the tutorial they watched.

Guide them as they make their creations

Evaluate their creations and correct them where necessary

**STEP 3**

Ask learners to display their work to the class for peer assessment

**STEP 4**

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to repeat activity 9 again, learners book page 176

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | Computer science | 7 | / /2023 |  |  |

**STRAND**: COMPUTER PROGRAMMING

**SUB STRAND**: **Visual programming features**– using scratch to create a sequence of instruction

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe terminologies used in visual programming applications
* Use the features of a visual programming applications to create a sequence of instructions to perform a task
* Appreciate the application of the features of a visual programming application to create a sequence of instructions

**KEY INQUIRY QUESTION (S)**

Why is visual programming popular in introducing computer programming?

How do you use visual programming application features?

**LEARNING RESOURCES**

LONGHORN Computer Science Learner’s Book Grade 7 pg. 177

Pictures, computing devices Digital devices,

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners to start the scratch program and create a new application by following the instructions listed in the learner’s book page 177

**STEP 2**

Ask learners to discuss the effect on the colour of the sprite when the space key is pressed

Allow learners time to try the same command using different keys as shown in step 2

Ask them to execute the program using keyboard keys programmed

Assist individual who were not able to follow instructions

**STEP 3**

Ask learners to change the stage backdrop by following the step 3 then discuss what happens at the sprites pane

**STEP 4**

Learners to read the notes at the “fact bank” section in the learner’s book page 178

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to do assessment 1, learner’s book page 178

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_