THIRD TERM
WEEKLY LESSON NOTES – B8
WEEK 9

Week Ending: 25-08-2023	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Computational Thinking	
Class: B8	**Class Size:**	**Sub Strand:** Algorithm	
Content Standard: B8.4.2.1.Analyse the correct step-by-step procedure in solving any real-world problem	**Indicator:** B8.4.2.1.2 Describe and use sequence, selection and iteration statements in a program.		**Lesson:** 1 of 2
Performance Indicator: Learners can describe and use sequence, selection and iteration statements in a program.		**Core Competencies:** CC8.2: CP6.1	
Reference: Computing Curriculum Pg. 37			

Activities For Learning & Assessment	**Resources**	**Progression**
Starter (5mins) Revise with learners to review their understanding in the previous lesson. Share performance indicators and introduce the lesson. ***Main (35mins)*** Introduce the concepts of sequence, selection, and iteration in programming. Discuss how these concepts control the flow of a program. Explain sequence in programming and provide simple examples. *Sequence: It refers to the order in which instructions are performed in a program. The sequence can involve any number of actions, but no actions can be skipped in the sequence. An example would be a simple program that prints "Hello" then "World". The instructions are executed in sequence: first "Hello" is printed, then "World".* Discuss selection in programming, demonstrating if-else statements as examples. Describe iteration and show examples of for and while loops. Guide the class through the creation of a simple program that incorporates sequence, selection, and iteration. Work on a program together as a class where learners can contribute. Display the code on the smart board, pointing out and explaining each part.	Pictures and videos	Describing and use sequence, selection and iteration statements in a program.

Assign a task where learners have to modify the program created in class. They should change the condition in the selection statement and the limit in the iteration statement. Allow learners to work individually and circulate in the class to provide help where needed. <u>Assessment</u> What does a sequence in programming refer to? How does the selection mechanism work in programming? Write a simple program that demonstrates the use of a selection statement. ***Reflection*** ***(10mins)*** 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		
• Can you describe what an iteration is in programming? • Can you write a simple program using a 'for' loop that prints numbers from 1 to 5?		
Cross-Curriculum Links/Cross-Cutting Issues		
None		
Potential Misconceptions/Student Learning Difficulties		
None		

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Class: B8	**Class Size:**	**Sub Strand:** Algorithm	
Content Standard: B8.4.2.1.Analyse the correct step-by-step procedure in solving any real-world problem	**Indicator:** B8.4.2.1.2 Describe and use sequence, selection and iteration statements in a program.		**Lesson:** 1 of 2
Performance Indicator: Learners can describe the difference between variables and constants		**Core Competencies:** CC8.2: CP6.1	
Reference: Computing Curriculum Pg. 37			

Activities For Learning & Assessment	**Resources**	**Progression**
Starter (5mins) Revise with learners to review their understanding in the previous lesson. Share performance indicators and introduce the lesson. ***Main (35mins)*** Explain the concepts of variables and constants in programming. Discuss how variables and constants store data but are different in terms of whether their values can be changed. Explain what variables are, how they can be assigned values, and how their values can change throughout the program. Discuss what constants are, how they differ from variables, and when it's beneficial to use them. Discuss the importance of naming conventions. Discuss conventions in the chosen programming language, such as camel case, underscores, starting with lower case for variables, and upper case for constants. Guide the learners through an example program where they define variables and constants, adhering to appropriate naming conventions. Display the code on the smart board, pointing out and explaining each part. Learners create their own programs, where they define variables and constants, adhering to proper naming conventions. Allow learners to work individually and circulate in the class to provide help where needed.	Pictures and videos	Describing and use sequence, selection and iteration statements in a program.

Assessment What is the difference between a variable and a constant in programming? When would you use a constant instead of a variable in your program? What is a naming convention? Why is it important? ***Reflection** (10mins)* 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		
• Write a simple program where you define a variable and a constant, using an appropriate naming convention. • What are some examples of good and bad variable names you might use in your programs? Why are they good or bad?		
Cross-Curriculum Links/Cross-Cutting Issues		
None		
Potential Misconceptions/Student Learning Difficulties		
None		