



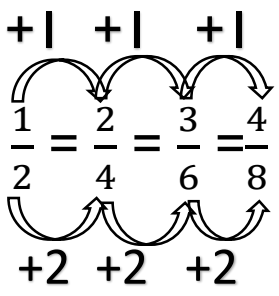
SAMPLE LESSON NOTES-WEEK FOUR (4)
BASIC FIVE

**SCHEME OF LEARNING- WEEK FOUR
BASIC FIVE**

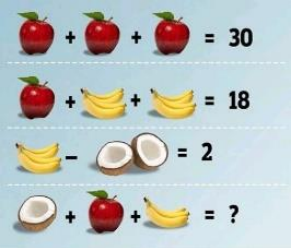
Name of School.....

Week Ending	31 st January 2020		
Class	Five		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	B5.1.6.2.1. B5.2.6.1.2. B5.3.5.1.2. B5.4.10.1.1. B5.5.5.1.1. B5.6.1.1.1		
Performance Indicator	<p>A. Learners can maintain appropriate posture and facial expression</p> <p>B. Learners can use the following terms: synonym, antonym, prefix, suffix, phrasal verb etc. in spoken and written expressions.</p> <p>C. Learners can use appropriate subject-verb agreement:</p> <p>D. Learners can create settings, characters and at least one plot in a narrative text,</p> <p>E. Learners can use comparative forms of regular and irregular adjectives to make comparisons</p> <p>F. learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>		
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	<p>Say the color of each word! Don't say the word</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>black white yellow green</p> <p>red blue yellow green</p> <p>black green white red</p> <p>white green red black red</p> <p>black yellow white yellow</p> </div>	<p style="text-align: center;">A. ORAL LANGUAGE (Conversation Pg.77)</p> <p>Discuss with learners the importance of appropriate posture and facial expression in conversation.</p> <p>Learners in groups choose a theme and engage in conversation maintaining appropriate posture and facial expressions.</p> <p>Learners listen and observe the speaker's use of these skills and later critique to help them acquire or improve them.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Have learners to read and spell the key words on the board.</p>
Tuesday	<p>Engage learners in the "Lucky Dip game" Learners take turns to dip their hands into a box containing words, pick a card and use the word in a sentence.</p> <p>E.g. "playing ", the children are playing football.</p>	<p style="text-align: center;">B. READING (Vocabulary Pg.96)</p> <p>Choose a text to guide learners identify synonyms, antonyms, idioms or phrasal verbs etc.</p> <p>Create a scenario where learners can use idioms, antonyms, prefixes, suffixes and phrasal verbs, synonyms, etc. in meaningful sentences in written and spoken languages.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board.</p>
Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p style="text-align: center;">C. GRAMMAR (verbs Pg. 112)</p>	<p>Ask learners to tell you what they have learnt and</p>

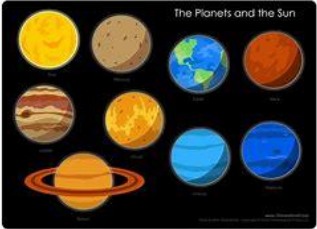
	<p><u>IF WISHES WERE HORSES</u> If wishes were horses Beggars would ride: It turnips were watches I would wear one by my side And if if's and an's were pots and pans. The tinker would never work!</p>	<p>Review subjects and verbs in simple sentences.</p> <p>Use examples to introduce and explain subject-verb agreement.</p> <p>Present sentences with missing subjects and others without verbs for learners to complete.</p> <p>Introduce drills e.g. a completion drill to give further practice.</p>	<p>what they will like to learn in the next lesson</p> <p>Have learners to read and spell the key words on the board</p>
Thursday	<p>Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches</p> <p>Engage learners to sing songs to begin the lesson</p>	<p><u>D.WRITING</u> <i>(Narrative Writing Pg.128)</i></p> <p>Guide learners to choose a topic, e.g. My visit to Ghana International Airport</p> <p>Help learners to determine the setting and develop ideas for the narrative</p> <p>Assessment: Allow learners to put all their ideas into writing as you</p> <p>Learners read their narratives for corrections and feedback.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Let learners read and spell the keywords written on the board</p>
Friday	<p>Have learners to sing songs and recite familiar rhymes <u>JOHNNY JOHNNY</u> Johnny, Johnny, yes papa. Eating sugar, no papa. Telling lies, no papa. Open your mouth ha! ha! ha!</p> <p>Guide learners to choose and read books during the library period</p>	<p><u>E.WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Using Adjectives Pg.145)</i></p> <p>learners to describe the members of their nuclear families demonstrating their knowledge of the positive, comparative and superlative forms</p> <p><u>F.EXTENSIVE READING</u> Have learners read independently books of their choice during the library period.</p> <p>Assessment: Ask learners to write a three-paragraph summary of the book read.</p>	<p>Let learners read and spell the keywords written on the board</p> <p>Invite individuals to present their work to the class for feedback.</p> <p>Have learners to draw parts of the story</p>

Week Ending	31 st January 2020		
Class	Five		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B5.1.3.1.1-3		
Performance Indicator	<ul style="list-style-type: none"> • Learners can determine equivalent fractions of given fractions • Learners can compare and order fractions • Learners can use the concept of equivalent fractions in changing fractions to the same denominator for addition and subtraction of like fractions (one denominator being a multiple of the other) 		
Strand	Number		
Sub strand	Fractions		
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>Engage learners to solve this number pattern</p> <p>If: 2+2=4 3+3=9 4+4=16 5+5=25</p> <p>Then: 6+6=?</p> <p>Answer: 36</p>	<p>Equivalent fractions are different fractions of the same value. E.g. $\frac{1}{2} = \frac{2}{4}$</p> <p>Guide learners to determine equivalent fractions. e.g. find the next two equivalent fractions for $\frac{1}{2}$</p> <p>Learners to take notice of the numerator (1), denominator (2) and add the same number at every step to determine the equivalent fractions</p>  <p>Assessment: Learners to practice with more examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task. e.g. find the next two equivalent fractions for $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{5}$</p>



<p>Tuesday</p>	<p>Engage learners to play the Dice game.</p> <p>Put learners into pairs and give out two dice to each pair. Have a partner to toss the dice and the other add up the two numbers that shows up.</p>	<p>Fractions can arranged in ascending or descending order</p> <p>To arrange fractions in ascending order means from the smallest value to the highest value. e.g. arrange the following fractions in ascending order. $\frac{1}{2}$, $\frac{2}{3}$, $\frac{1}{5}$</p> <p>Guide learners to find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions, in this case it is 30 $\frac{1}{2} = \frac{15}{30}$, $\frac{2}{3} = \frac{20}{30}$, $\frac{1}{5} = \frac{6}{30}$</p> <p>Since the denominator are now the same, we compare the numerators, 15,20 and 6.</p> <p>In ascending order will be 6,15 and 20. Therefore $\frac{1}{5}$, $\frac{1}{2}$, $\frac{2}{3}$</p> <p>Assessment: Learners to practice with more examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task. e.g. arrange the following fractions in ascending order. $\frac{1}{2}$, $\frac{2}{3}$, $\frac{1}{5}$</p>
<p>Wednesday</p>	<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>To arrange fractions in descending order means from the highest value to the smallest value. e.g. arrange the following fractions in descending order. $\frac{1}{2}$, $\frac{2}{3}$, $\frac{1}{5}$</p> <p>Guide learners to find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions, in this case it is 30 $\frac{1}{2} = \frac{15}{30}$, $\frac{2}{3} = \frac{20}{30}$, $\frac{1}{5} = \frac{6}{30}$</p> <p>Since the denominator are now the same, we compare the numerators, 15,20 and 6.</p> <p>In descending order will be 20,15, and 6. Therefore $\frac{2}{3}$, $\frac{1}{2}$, $\frac{1}{5}$</p> <p>Assessment: Learners to practice with more examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task. e.g. Arrange the following fractions in descending order. $\frac{1}{2}$, $\frac{2}{3}$, $\frac{1}{5}$</p>
<p>Thursday</p>	<p>Engage learners to solve this number pattern</p>	<p>Guide learners to add fractions using the concept of equivalent fractions.</p>	<p>Ask learners to tell you what they have learnt and what</p>

	<p>If: $2+2=4$ $3+3=6$ $4+4=8$ $5+5=10$</p> <p>Then: $6+6=?$</p> <p>Answer: 126</p>	<p>e.g. add $\frac{1}{2} + \frac{2}{3}$</p> <p>Guide learners to determine the equivalent fractions for the given fractions to have the same denominator.</p> $\frac{1}{2} = \frac{2}{4} = \frac{3}{6} \quad \frac{2}{3} = \frac{4}{6} = \frac{6}{9}$ <p>Learners to add only the numerators since the denominators are the same</p> <p>Hence $\frac{3}{6} + \frac{4}{6} = \frac{7}{6}$</p> <p>Assessment: Learners to practice with more examples</p>	<p>they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p> <p>e.g. add $\frac{1}{2} + \frac{2}{3}$</p>
Friday	<p>Let learners solve this brain teaser</p> 	<p>Guide learners to subtract fractions using the concept of equivalent fractions.</p> <p>e.g. solve $\frac{2}{3} - \frac{1}{2}$</p> <p>Guide learners to determine the equivalent fractions for the given fractions to have the same denominator.</p> $\frac{1}{2} = \frac{2}{4} = \frac{3}{6} \quad \frac{2}{3} = \frac{4}{6} = \frac{6}{9}$ <p>Learners to subtract only the numerators since the denominators are the same</p> <p>Hence $\frac{4}{6} - \frac{3}{6} = \frac{1}{6}$</p> <p>Assessment: Learners to practice with more examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p> <p>e.g. solve $\frac{2}{3} - \frac{1}{2}$</p>

Week Ending	31 st January 2020
Class	Five
Subject	SCIENCE
Reference	Science curriculum Page 23
Learning Indicator(s)	B5.3.2.1.1
Performance Indicator	Learners can Identify the components of the solar system (sun, earth, moon, other planets, satellite)
Strand	Systems
Sub strand	The Solar System
Teaching/ Learning Resources	Model shapes of sun, moon and stars
Core Competencies: Digital Literacy Creativity and innovation Personal development and leadership Communication and Collaboration. 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>Engage learners to sing rhymes</p> <p><u>I SEE THE MOON</u> I see the moon, And the moon sees me, God bless the moon, And God bless me.</p> <p>Play games with learners to begin the lesson</p>	<p>Learners are made to understand that heavenly bodies that move around the sun are called planets.</p>  <p>Learners observe the planet Venus, the brightest object in the sky before sunset or several hours after sunrise.</p>	<p>Ask learners questions to review their understanding of the lesson. Example: name the all eight planets we have.</p> <p>Learners in turns, summarize the lesson.</p>
	<p>Use questions to review learners understanding in the previous lesson</p>	<p>Learners are guided to role-play the sun and the planets in the solar system.</p> <p>Share folktales about the sun and moon with learners.</p>	<p>Learners in turns tell what they enjoyed most in the lesson.</p> <p>Review the lesson by engaging learners to sing songs</p>

Week Ending	31 st January 2020
Class	Five
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 32
Learning Indicator(s)	B5.2.4.1.1.
Performance Indicator	Learners can explain the features of rural settlements
Strand	All Around Us
Sub strand	Population And Settlement
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 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 detailed map on the board depicting settlements.</p> <p>Learners observe and talk about what they see on the map</p>	<p>Learners in groups talk about the main activities in the rural and urban settlements of Ghana.</p> <p>What can we do to get food and money e.g. rural settlement: crop farming, animal rearing, hunting. Etc.</p>	<p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>
	<p>Put students into groups of three 3 and number them 1-3. Put three number statements up to the white board and ask students to explain the corresponding statements to their group. The group who explains well wins.</p>	<p>Learners draw a rural and urban settlements, showing some features.</p>  <p>Figure 4 District, West Bengal</p> <p style="text-align: center;">Rural settlement</p>  <p style="text-align: center;">Urban settlement</p>	<p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>

Week Ending	31 st January 2020		
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 39		
Learning Indicator(s)	B5.2.2.1.1		
Performance Indicator	Learners can Identify the moral significance of sacred passages and oral traditions in the three main religions		
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.			
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>Divide the class into groups. Share pieces of papers to each group. Each group is supposed to write three questions on the previous lesson.</p> <p>Have the group's exchange the papers and solve the questions on them. The first group to get every question correct wins!</p>	<p>Call learners to recite their bible quotations given them in the previous lesson.</p> <p>Let learners isolate moral elements that can be found in the passages and narratives:</p> <p>Examples: this reinforces trust in God, helps to control stress, gives hope, guides our behaviors, etc.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>

Week Ending	31 st January 2020		
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page 33		
Learning Indicator(s)	B5.4.2.1.2		
Performance Indicator	Learners can Identify some of the health facilities and housing projects in the colonial period		
Strand	Colonization and Developments under Colonial Rule in Ghana		
Sub strand	Social Developments Under Colonial Rule		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: As learners use evidence to analyze and reconstruct the developments during the colonial period, they develop critical thinking 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)
	Enquiry routes: What health facilities were built during the colonial period? How important were these social services?	Discuss the health facilities and housing projects carried out during the colonial period <u>Korle Bu Teaching hospital</u> Korle Bu hospital was establish on 9 th October 1923. It is currently the third largest hospital in Africa and the leading national referral center in Ghana. It was established to address the needs of the indigenous people under the administration of sir Gordon Gurggisberg. Etc.	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	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	Discuss the health facilities and housing projects carried out during the colonial period <u>KUMASI HOSPITAL</u> It was built in 1954 as the Kumasi central hospital. It was later named Komfo Anokye Hospital after Okomfo Anokye a legendary fetish priest of the Ashanti. The hospital is the main referral hospital for the Ashanti, Brong Ahafo and northern regions. Etc.	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson

Week Ending	31 st January 2020
Class	Five
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B5.2.2.2.2 B5.2.2.3.2
Performance Indicator	Learners can experiment with available relevant performing arts media and techniques to create own performing artworks that reflect the physical and social environments of some communities in Africa
Strand	Performing Arts
Sub strand	Planning, Making and Composing
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>Invite learners to sing some popular songs they know.</p> <p>Use your phone or music box to play some contemporary music for learners to listen</p> <p>Ask learners to sing along if they can.</p>	<p>In the previous lesson we learned about Hugh Masekela and how his songs reflect the lives of Africans.</p> <p>Guide learners to create their own songs in Three Part Form (ABA) to reflect the culture and the environment in which they come from.</p> <p>Learners to choose a theme for the song. e.g. history, health, etc.</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p> <p>Let learners tell how they are going to apply what they have learnt in real life</p>
	<p>Invite learners to sing some popular songs they know.</p> <p>Use your phone or music box to play some contemporary music for learners to listen</p> <p>Ask learners to sing along if they can.</p>	<p>Guide learners to think of the words they want to use in their songs. Write them down, it can be English or local language.</p> <p>Guide learners to create a tune to go with the words in the song.</p> <p>Sing the song and let the class learn it too</p> <p>Assessment: Learners sing the song in turns and in groups.</p>	<p>Learners to tell what was interesting about the lesson</p> <p>Discuss the performance</p>

Week Ending	31 st January 2020		
Class	Five		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B5.2.7.1.1-2		
Performance Indicator	Learners can explain the meaning of unfamiliar words , figurative expression in a text and answer questions on the passage.		
Strand	Reading		
Sub strand	Silent reading		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
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 games and sing songs to get them ready for the lesson.	Read a passage of about four paragraphs aloud in class. Let learners read the passage silently for a few minutes. Assist the learners to explain the meanings of unfamiliar words in the text	Learners to tell what was interesting about the lesson. Engage learners to play the phonic games.
	Engage learners in the “Lucky Dip game” Learners take turns to dip their hands into a box containing words, pick a card and use the word in a sentence. E.g. “playing ”, the children are playing football.	Read a passage consisting of more than five paragraphs aloud. Ask learners to read and recognize some figurative expressions from the passage. Point out to learners some of the figurative expressions in the passage that you read to them.	Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board.
	Teacher gets a tall list of action words on it. Select a student to stand at the front of the room and act out a word from your list (no speaking allowed). The rest of the class must then guess what the student is attempting to portray. Whoever guesses correctly can act the next word	Guide the learners to explain meanings of figurative expressions in a text. Allow learners to read a paragraph each. In groups, let learners read the passage and tell what understanding learners get. Assessment: Guide the learners to answer questions based on the passage.	Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board.

Week Ending	31 st January 2020		
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 59		
Learning Indicator(s)	B5.1.10.1.10:		
Performance Indicator	Learners can stop a kicked ball by trapping it with the foot while standing or moving.		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners will develop personal skills and core competencies such as agility, creativity concentration, coordination, agility, strength and balance.			
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 jog within a demarcated area to warm up their bodies</p> <p>Show learners pictures or videos depicting the skill to be learnt.</p>	<p>Learners after warm-up stand in pairs facing each other with a ball.</p> <p>The partner with the ball throws it to the partner to trap(control the movement) with the foot, thigh or chest.</p> <p>The practice should be done one after the other.</p> <p>Learners practice and progress at their own pace.</p>	<p>Organize a mini fun game for learners to practice the skill.</p> <p>End the lesson with a cool down</p>

Week Ending	31 st January 2020
Class	Five
Subject	COMPUTING
Reference	Computing curriculum Page
Learning Indicator(s)	B5.5.1.3.1-3
Performance Indicator	Learners can describe databases, types and the importance and uses of database
Strand	Programming And Databases
Sub strand	Introduction To Databases, Algorithm And Programming
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>Guide learners to identify the features of a database and the types of databases that exist.</p> <p>Ask learners to select the databases form a list of items written on the board.</p> <p>Play a video of the importance and uses of databases and ask learners to mention other uses of database and their importance.</p> <p>Assist learners to realize that Database designers typically organize the data to model aspects of reality in a way that supports processes requiring information.</p> <p>Guide learners to describe the types of database.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Examples: what is meant by database?</p> <p>State the types of database</p> <p>Ask learners to summarize the lesson</p> <p>Give learners home task to write on the importance and uses of database</p>