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**SAMPLE LESSON NOTES-WEEK 6**  
BASIC SIX

A series of thin, dark green lines radiate from the bottom left corner, resembling blades of grass or reeds.

Fayol Inc.  
0547824419/0549566881

## SCHEME OF LEARNING- WEEK 6

### BASIC SIX

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum	
<b>Learning Indicator(s)</b>		B6.1.10.1.1. B6.2.6.1.2. B6.3.4.1.1. B6.4.6.1.1. B6.5.4.1.2	
<b>Performance Indicator</b>		<p>A. Learners can demonstrate awareness of the features of spoken language</p> <p>B. Learners can use the following terms in spoken and written expressions</p> <p>C. Learners can use comparatives forms of regular and irregular adjectives</p> <p>D. Learners can choose appropriate ways and modes of writing for a variety of purposes</p> <p>E. Learners can explore the use of the simple past verb form and participle form</p> <p>F. Learners can read and critique a variety of age - and level appropriate books</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards and a class library	
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE POLLY FLINDERS</u>                      Little Polly flinders                      Sat among the cinders                      Warming her pretty little toes!                      Her mother came and caught her,                      And whipped her little daughter,                      For spoiling her nice new clothes.</p>	<p><b>A. ORAL LANGUAGE</b> (Presentation Pg.164)</p> <p>Revise important features of spoken language such as contractions and ellipsis                      e.g. A: What's your name?                      B: Esi.</p> <p>Let learners identify these features in their readers, story books, etc.</p> <p>Let them engage in pairs and group dialogue on given topics.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>ONE POTATO TWO POTATOES</u>                      One potato, two potatoes,                      three potatoes ,four!                      Five potatoes, six potatoes,                      seven potatoes , more!                      Eight potatoes nine potatoes                      ten potatoes, all</p>	<p><b>B. READING</b> (Vocabulary Pg.172)</p> <p>Introduce the terms one at a time using several examples.  <i>compound words, idiom, simile, synonym, antonym, pre-fix, suffix, phrasal verb etc</i></p> <p>Let learners identify the terms in the texts and stories they read.</p> <p>Have learners use idioms, similes, compound words, synonyms,</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

		antonyms etc. in meaningful sentences	
Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>HEAD SHOULDERS KNEES AND TOES</u>  Head shoulders knees and toes,  Knees and toes  Head shoulders knees and toes  Knees and toes  And eyes and ears and mouth and nose.  Head shoulders knees and toes,  Knees and toes.</p>	<p><b>C. GRAMMAR</b> (Adjectives Pg.)</p> <p>Use practical activities to guide learners to change the positive forms of regular adjectives into comparative forms by adding –‘er’.  E.g. Compare the heights of two learners:  <i>i. Musah is tall. Safianu is short.</i>  <i>ii. Musah is taller than Safianu.</i></p> <p>Guide learners to form the superlative forms of regular adjectives by adding -est.  E.g. Ali is the tallest.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p><b>D. WRITING</b> (Paragraph Development)</p> <p>Work with learners to select sample texts from a variety of models.</p> <p>Put learners into small groups and assign each group a mode of writing.</p> <p>Have learners study the sample text.</p> <p>Guide them through appropriate questions to identify the:  <i>i. Mode of writing/types of essay</i>  <i>ii. Purpose</i>  <i>iii. Audience</i></p> <p>Jumble the paragraphs and have learners re-arrange the paragraphs into a coherent piece. iv.</p> <p>Encourage learners to use search engines to search for the different modes of writing they have studied</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p><b>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (Using Action Words Pg.213)</p> <p>Let learners write a story.  E.g. about what happened after school on Monday.</p> <p>Discuss the essay topic with learners and use the webbing strategy to help them write on the chosen topic.  Learners write individually.</p> <p>Learners exchange their work for editing as teacher guides by focusing on the past verb form and participle form.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson.</p>

	<p>Learners play “popcorn reading” game. The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p>	<p>Assist those whose essays are only in the simple past to some in the past participle tense.</p> <p><b><u>F. EXTENSIVE READING</u></b></p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p>Have learners present a two-paragraph summary of the book read</p> <p>Invite individuals to present their work to the class for feedback</p>
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<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		<b>MATHEMATICS</b>	
<b>Reference</b>		Mathematics curriculum Page 126	
<b>Learning Indicator(s)</b>		B6.1.2.3.1 B6.1.2.4.1	
<b>Performance Indicator</b>		Learners can determine basic division fact up to 81	
<b>Strand</b>		Number	
<b>Sub strand</b>		Number Operations	
<b>Teaching/ Learning Resources</b>		Counters, bundle and loose straws base ten cut square	
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Call out a number between 1 and 6. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	Perform activities to investigate numbers that are multiples of 6, 8, 9 and 11  Guide learners to Investigate numbers that are multiples of 6 and 8.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task.
Tuesday	Call out a number between 1 and 15. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	How do you know a number is divisible by 6 and 8.  Learners through several activities test for numbers that are divisible by 6 and 8.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task.
Wednesday	Call out a number between 1 and 15. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	Draw a 6 by 6 multiplication chart and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards.  Players take turns in throwing a one dice and mark (or cover) a number that can be divided by the results (i.e. a quotient). The winner is the one who obtains three numbers in a line	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task.
Thursday	Call out a number between 1 and 15. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	Explain division as a way of repeatedly subtracting a divisor number from a given dividend until there is none left and then determining the number of times the divisor is taken from the dividend	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task.

<p>Friday</p>	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u>          We class six          We can count          We count 1,2,3,4,5          We count 6,7,8,9,10          We class six can count very well.</p>	<p>Guide learners to divide 3-digit numbers by 1-digit number efficiently using the long division method</p> $\begin{array}{r} \color{red}{168} \\ 5 \overline{)843} \\ \underline{-5} \phantom{00} \\ 34 \phantom{0} \\ \underline{-30} \phantom{0} \\ 43 \\ \underline{-40} \\ 3 \end{array}$ $\begin{array}{r} \color{red}{114} \\ 3 \overline{)343} \\ \underline{-3} \phantom{00} \\ 04 \phantom{0} \\ \underline{-3} \phantom{0} \\ 13 \\ \underline{-12} \\ 1 \end{array}$	<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>
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<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 36		
<b>Learning Indicator(s)</b>	B6.2.1.1.1		
<b>Performance Indicator</b>	Describe the relative sizes of the earth and sun and their importance		
<b>Strand</b>	Cycle		
<b>Sub strand</b>	Earth Science		
<b>Teaching/ Learning Resources</b>	Torch candle matchstick lantern paper pencil		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson</p>	<p>Engage learners to talk about what they know about the earth and sun.</p> <p>Let learners identify the uses of the sun to humankind</p> <p>Learners to identify the earth and sun in the solar system.</p> <p>Guide learners to draw the solar system and indicate the earth and sun</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Prior to the lesson, task learners to investigate the relative size of the sun in relation to its function in the solar system.</p> <p>Each group presents a report in class for discussion.</p> <p>Learners answer the following questions: (1) Which is bigger, the sun or the earth? (2) Which of the two bodies move, the sun or the earth?</p> <p>Evaluate learners by asking: “if the earth was bigger than the sun, how would that affect the length of day and night?”</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 47		
<b>Learning Indicator(s)</b>	B6.1.2.3.1.		
<b>Performance Indicator</b>	Explain how to prepare and accomplish aspirations in life		
<b>Strand</b>	All About Us		
<b>Sub strand</b>	My Family		
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners in a debate to talk about who is the most important.  A doctor and A teacher.	Use their opinions to introduce the lesson. Conclude that all work is important.  Learners identify what they want to become in life and discuss why they chose particular vocations.  Learners share their views about how they intend to prepare themselves towards achieving their aspirations.	Ask learners questions to review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.
	Teacher introduces the lesson to learners.  Students are to list all the words they associate with the topic to be treated.  Ask them to put words together to form a definition	Learners in groups discuss things that could prevent them from achieving their goal e.g. HIV/AIDS, early pregnancy and motherhood or fatherhood, loss of a parent etc.  Learners role play scenarios on how to overcome challenges that could prevent them from accomplishing their aspirations.  Learners write essay on skills necessary for achieving aspirations	Ask learners questions to review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.



<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 47		
<b>Learning Indicator(s)</b>	B6.1.2.1.1:		
<b>Performance Indicator</b>	Explain how humankind and the environment interrelate.		
<b>Strand</b>	God's Creation And Attributes		
<b>Sub strand</b>	The Environment		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p>	<p>Through group discussions, let learners demonstrate ways humankind should relate with the environment.</p> <p>Let learners, in groups, discuss the importance of the environment to humankind.</p> <p>Ask learners to write about their findings and present to class for discussion:  - <i>our survival depends on the environment,</i>  - <i>leaves and trees provide us with oxygen, food and medicine, etc.</i></p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 40		
<b>Learning Indicator(s)</b>	B6.3.4.1.1		
<b>Performance Indicator</b>	Assess the changes that the European presence brought to Ghana		
<b>Strand</b>	Europeans In Ghana		
<b>Sub strand</b>	Impact Of European Presence		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc		
<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to play games and sing songs to begin the lesson.  Review learners understanding in the previous lesson using questions and answers	Engage learners to discuss the activities the Europeans engaged in. <i>The European presence led to the establishment of Christian churches across the country. They included the Methodist church, the Presbyterian, Evangelical Presbyterian Church, the Roman Catholic, Pentecost church, Seventh Day Adventist etc.</i>  <i>The Europeans also introduced modern forms of crafts such as carpentry and masonry. They also set up model farms where scientist agriculture was taught and new crops were introduced for the people.</i>	Ask learners series of questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task
	Engage learners to play games and sing songs to begin the lesson.  Review learners understanding in the previous lesson using questions and answers	Engage learners to discuss the activities the Europeans engaged in. <i>The European contributed in the development of literature in the local vernaculars, this included the translation of the bible into some of the important local languages.</i>  <i>The European also greatly improved the health service. They built most of our important hospitals in Ghana. They included the Atibie hospital, the Nkawkaw roman hospital etc.</i>	Ask learners series of questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.3.4.1 B6.2.3.5.1		
<b>Performance Indicator</b>	Learners to stage a display of own performing artworks to share creative experiences		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Displaying and Sharing (Performing Arts)		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
<b>DAYS</b>	<b>PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson</p>	<p>Engage learners to watch a short video or live performances that reflect the history and culture of the people in Ghana</p> <p>Let learners talk about the video and tell the class the part of the video that interest them most.</p> <p>Learners to perform parts of the video in groups.</p> <p>In groups, discuss the need for displaying portfolio of own performing artworks.</p>	<p>What have we learnt today?</p> <p>Planning and Displaying of own artworks.</p>
	<p>Activate the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Guide learners to plan a display of portfolio of own music, dance or drama</p> <p>Have learners talk about how they felt performing their own compositions.</p> <p>Learners to talk about <i>i. what they learnt from the performance of other groups.</i>  <i>ii. what other things they would want to do to improve upon their compositions.</i></p>	<p>What have we learnt today?</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>

<b>Week Ending</b>	
<b>Class</b>	Six
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>
<b>Reference</b>	Ghanaian Language curriculum Page 78
<b>Learning Indicator(s)</b>	B6.3.1.1.1-2
<b>Performance Indicator</b>	Write sentences using joint scripts.
<b>Strand</b>	Writing
<b>Sub strand</b>	Penmanship And Handwriting
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Give learners longer sentences on flashcards to read.</p> <p>Show the flashcards to the learners.</p> <p>Assist learners pay attention to ascending and descending letters that are not easy to write.</p> <p>Give list of words and allow learners to write correct sentences from them.</p> <p>Give learners longer sentences on flashcards to read.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Engage learners to sing songs and recite rhymes</p> <p><b><u>Row, Row, Row Your Boat</u></b>  Row, row, row your boat,  Gently down the stream.  Merrily, merrily, merrily,  merrily,  Life is but a dream.</p>	<p>Discuss joint scripts with learners.</p> <p>Use some joint scripts to write some sentences on the board.</p> <p>Show the flashcards to the learners.</p> <p>Help learners write sentences using joint scripts from the sentences on the flashcard</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	Physical education curriculum Page 92		
<b>Learning Indicator(s)</b>	B6.1.5.1.6		
<b>Performance Indicator</b>	learners can change direction quickly to maintain ones' balance whiles running with an object through obstacles		
<b>Strand</b>	Motor skills and movement pattern		
<b>Sub strand</b>	Rhythmic skills		
<b>Teaching/ Learning Resources</b>	Pictures, videos		
<b>Core Competencies:</b> Personal skills and competencies such as accuracy, agility, precision, coordination strength, balance, courage, patience, spatial awareness, teamwork.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners go through adequate warm-up.	<p>Arrange set of cones in a straight line.</p> <p>Learners walk through the spaces within the cones.</p> <p>Learners jog through and stop at every cone/station to change direction.</p> <p>Learners run and stop in front of a cone and change direction.</p>	<p>Learners to practice individually and in groups.</p> <p>Help those who finds it difficult and help them</p> <p><b>Assessment:</b> Organize mini game for learners for fun and enjoyment.</p> <p>Take learners through cool down to end the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>COMPUTING</b>		
<b>Reference</b>	Computing curriculum Page 33		
<b>Learning Indicator(s)</b>	B6.1.3.1.1-3		
<b>Performance Indicator</b>	Identify types and sources of data and information of data.		
<b>Strand</b>	Introduction To Computing		
<b>Sub strand</b>	Data, Sources And Usage		
<b>Teaching/ Learning Resources</b>	Pictures or projected images		
<b>Core Competencies:</b> Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Guide learners to identify and record data in the different forms.</p> <p>Identify more sources of data and information e.g. internet (emailing, Skype, SMS etc.) Guide learners to discuss where one can get data and information.</p> <p>Demonstrate sending and receiving information from other gadgets e.g. Bluetooth, Infrared, Radio, Fax, Telephones calls, SMS etc.</p> <p>Guide learners to mention or talk about where one can receive or send information</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>