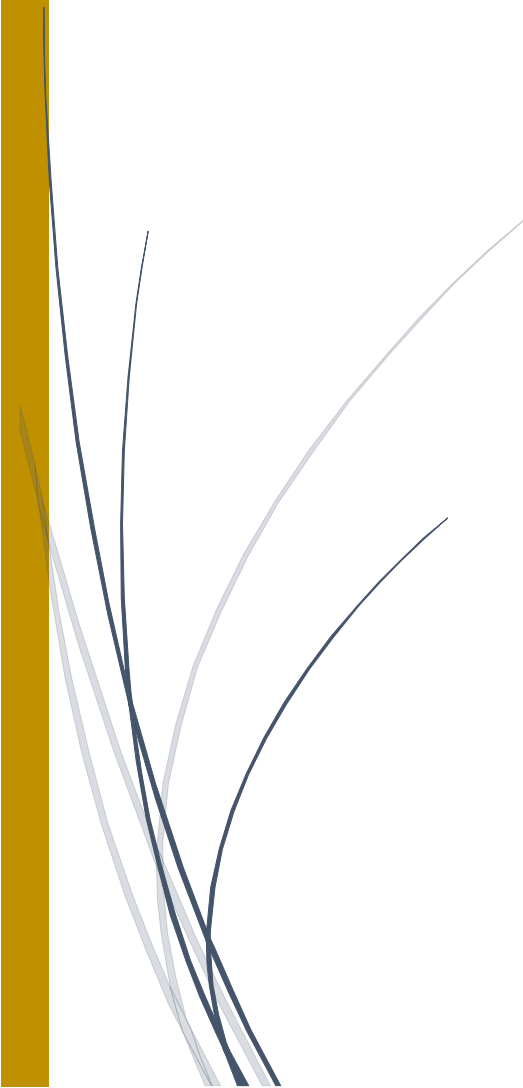


A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

SAMPLE LESSON NOTES-WEEK 6
BASIC FIVE

A series of thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating a sense of movement and design.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 6

BASIC FIVE

Name of School.....

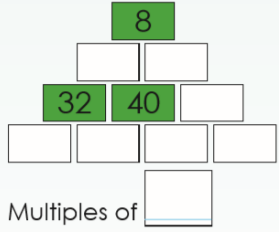


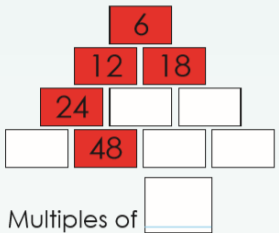

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.7.1.6-7. B5.2.7.2.3. B5.3.8.1.1. B5.4.14.1.1. B5.5.9.1.1. B5.6.1.1.1	
Performance Indicator		<p>A. Learners can distinguish between causes and effects of events in a story.</p> <p>B. Learners can demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion)</p> <p>C. Learners can identify and use simple conjunctions.</p> <p>D. Learners can write sentences to describe a process of doing something</p> <p>E. Learners can identify subjects and predicates in compound sentences</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 and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership 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>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>MAN IN THE MOON CAME DOWN TOO SOON</u> The man in the moon, Came tumbling down, And asked his way to Norwich; He went by the south, And burned his mouth While supping cold plum porridge.</p>	<p>A. ORAL LANGUAGE <i>(Listening Comprehension)</i></p> <p>Select an appropriate story to be read in class.</p> <p>Have learners read the story and re-tell it to the class.</p> <p>Work together with learners to identify the events in the story and link them sequentially by identifying cause and effect.</p> <p>Learners in their groups choose stories and identify the causes and effects of events.</p> <p>Draw conclusions from main ideas, key details and specific examples from texts.</p> <p>Let learners present their work as the rest listen to them.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>JACK A NORRY</u> I'll tell you a story About jack-a-Nory, And now my story's begun; I'll tell you another, About jack and his brother, And now my story is done.</p>	<p>B. READING <i>(Comprehension)</i></p> <p>Guide learners with questions to identify the main parts of a story, e.g. introduction, body and conclusion.</p> <p>Write a short on the board and read aloud to learners.</p> <p>Have learners use connectives to summarize each part of the text and use these to make a full summary.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>



<p>Wednesday</p>	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>IF ALL THE WORLD WERE PAPER</u> If all the world were paper, And all the sea were ink, If all the trees were bread and cheese What would we have to drink?</p>	<p>C. GRAMMAR (Conjunctions)</p> <p>Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but.</p> <p>The conjunctions because, since, as and in case tell why someone does something. They are called conjunctions of reason.</p> <p>Introduce because, since, as and in case in context. e.g.: i. I sat down <u>because</u> I was feeling tired. ii. <u>Because</u> we arrived late, we missed the beginning of the play. iii. I took an apple <u>since</u> it was the only fruit in the bowl</p> <p>Guide learners to discover the functions of these conjunctions.</p> <p>Have them practice using these conjunctions in their own sentences.</p>	<p>Have learners underline the conjunctions in the following sentences.</p> <p>i. <u>Since</u> you have finished your homework, you can help me make dinner.</p> <p>ii. Mom switched off the TV <u>as</u> it was past my bedtime.</p> <p>iii. <u>As</u> you're my best friend, I'll lend you my new bike.</p> <p>iv. Take an umbrella <u>in case</u> it rains.</p> <p>v. <u>In case</u> you forget the number, I've written it on this piece of paper</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>HICKETY PICKET, MY BLACK HEN</u> Hickety, picket, my black hen, She lays eggs for gentleman; Sometimes nine, sometimes ten, Hickety picket, my black hen.</p>	<p>D. WRITING (Informative Writing)</p> <p>Use pictures showing the stages of how some dishes are prepared.</p> <p>Learners in groups observe the picture sequences and write words that give information on the activity.</p> <p>Each group presents its work for discussion.</p> <p>Let learners in groups choose a domestic activity they would want to give information on. (They should be able to compose expository pieces of between 90 and 120 words).</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p>Hark, hark! The dogs do bark Hark, hark! The dogs do bark The beggars are coming to town Some in rags, and some in jags, And some in velvet gowns.</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Simple and Complex Sentences)</p> <p>Give learners an extract from a comprehension passage.</p> <p>Guide them to identify the simple and compound sentences.</p> <p>Let them identify the subjects and verbs in each compound sentence.</p> <p>Let learners write about an event they had participated in, demonstrating their understanding of subject and predicate sentences.</p> <p>Learners edit to demonstrate their knowledge of subject and predicate.</p> <p>F. EXTENSIVE READING</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

	<p>Engage learners in the “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>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>Invite individuals to present their work to the class for feedback.</p> <p>Have learners to draw parts of the story</p>
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Week Ending	
Class	Five
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 81
Learning Indicator(s)	B5.1.5.1.1-3
Performance Indicator	Learners can Identify and describe percent from real-life contexts and solve problems using percent.
Strand	Number
Sub strand	Percentages
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, patterns
Core Competencies:	Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development

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>Have learners to complete the table.</p> <table border="1"> <tr> <td>x</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	x	1	2	3	4	5	2						<p>Review multiplying a fraction by a whole number.</p> <p>e.g. $\frac{2}{5} \times 10$ means shade $2 \times (\frac{1}{5} \text{ of } 10)$</p> <p>i.e. $2 \times (2) = 4$;</p> <p>Guide learners to multiply a percent fraction by a whole number, change the percentage to common fraction and multiply and simplify</p> <p>e.g. $40\% \times 10$ means $(\frac{40}{100} \text{ of } 10) = 4$;</p> <p>Assessment: Ask learners to find given percentage of given quantities; e.g. What is 20% of 45?</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>																										
x	1	2	3	4	5																																				
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Tuesday	<p>Have learners to complete the table.</p> <table border="1"> <tr> <td>x</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <table border="1"> <tr> <td>x</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	x	1	2	3	4	5	6						x	1	2	3	4	5	4						<p>Using pictorial representations and chart let learners display common or benchmarks percentages and ask pupils to determine these from their equivalent common fractions.</p> <table border="1"> <tr> <td>Percent</td> <td>10%</td> <td>20%</td> <td>25%</td> <td>$33\frac{1}{3}\%$</td> <td>50%</td> <td>$66\frac{2}{3}\%$</td> </tr> <tr> <td>Fraction</td> <td>$\frac{1}{10}$</td> <td>$\frac{1}{5}$</td> <td>$\frac{1}{4}$</td> <td>$\frac{1}{3}$</td> <td>$\frac{1}{2}$</td> <td>$\frac{2}{3}$</td> </tr> </table> <p>Give learners practice through drills and games to learn the equivalences of the benchmark fractions.</p>	Percent	10%	20%	25%	$33\frac{1}{3}\%$	50%	$66\frac{2}{3}\%$	Fraction	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{2}{3}$	<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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Wednesday	<p>Have learners to complete the multiple pattern.</p> <p>Multiples of <input type="text"/></p>	<p>Ask pupils to use the benchmarks for estimating percentages of given quantities. E.g. for “what is 60% of 45?” using the nearest benchmark fraction (i.e. 50%) the learner will know the expected result is close to 30; the learner can use benchmark fractions to determine the result mentally by finding which can easily multiply 45, and in this case $\frac{1}{5}$ to give 9. Since $\frac{1}{5}$ is 20%, then the 60% required will be 3 times 9 which is 27.</p> <p>Ask pupils to use the benchmarks for estimating and determining the results of finding percentages of given quantities and then verify by working;</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>Thursday</p>	<p>Have learners to complete the multiple pattern.</p>  <p>Multiples of <input type="text"/></p>	<p>Discuss the contexts below in which fractions are used in real life and provide materials for pupils to act them out</p> <p>In shops – discounts, reduction to clear – 50%, etc.</p>  <p>In exams expressing marks as percentages</p> <p>Phone battery power used etc.</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>Friday</p>	<p>Have learners to complete the multiple pattern.</p>  <p>Multiples of <input type="text"/></p>	<p>Drawing circle graphs that represent that represent various percentages of halves, fourths and eighths.</p> <p>The graph shows the ages of pupils in Primary 4. If there are 40 pupils in the class, ask questions for pupils to interpret the graph.</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>

Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page 30		
Learning Indicator(s)	B5.5.2.1.1		
Performance Indicator	Learners can explain the causes, symptoms and control of chicken pox		
Strand	Humans & The Environment		
Sub strand	Diseases		
Teaching/ Learning Resources	Pictures or charts on causes, symptoms and control of chicken pox		
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)
	<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>Learners watch pictures, videos or charts on causes, symptoms and control of chicken pox or invite a health personnel or School Health Education Programme (SHEP) coordinator to give a talk on chicken pox.</p>  <p>In pairs, learners answer the following questions based on the pictures and video: <i>(1) What causes chicken pox?</i> <i>(2) What are the symptoms of chicken pox?</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>
	<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>In pairs, learners answer the following questions based on the pictures and video: <i>(1) What should be done if someone has chicken pox?</i> <i>(2) What are the ways of preventing the spread of chicken pox?</i></p>  <p>Learners develop a concept map to trace the causes, symptoms and prevention of chicken pox.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 39		
Learning Indicator(s)	B5.4.2.2.1.		
Performance Indicator	Learners can explain and appreciate the importance of democratic governance		
Strand	Our Nation Ghana		
Sub strand	Authority & Power		
Teaching/ Learning Resources	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>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>Learners identify various persons and bodies who are responsible in governing their school e.g. head teacher, teachers, school prefects.</p> <p>Learners discuss the importance of good governance in their school.</p> <p>Learners in groups suggest ways in which school governance could be improved.</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>
	<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>Groups present their report in class.</p> <p>Class mock election Learners demonstrate how to elect a leader in a democratic way.</p> <p>Learners discuss why good governance is important for national development.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 43		
Learning Indicator(s)	B5. 5.1.1.2:		
Performance Indicator	Learners can explain the need to demonstrate responsible behavior at home.		
Strand	The Family, Authority & Obedience		
Sub strand	Authority & Obedience		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation 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>Play games and sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p>	<p>Let learners identify ways by which they can be responsible: - <i>be a good child to avoid punishment,</i> - <i>emulate parents and other family members, etc.</i></p> <p>Let learners dramatize responsible behaviors as parents.</p> <p>In groups, let learners write essays on how to become responsible adults.</p> <p>Let learners present their works to the class for appreciation and discussion</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>

Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page 36		
Learning Indicator(s)	B5.5.1.1.3		
Performance Indicator	Learners can examine sources of evidence about the role of Joseph Ephraim Casely-Hayford in the National Congress of British West Africa (NCBWA)		
Strand	Journey to Independence		
Sub strand	Early Protest Movement		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
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)
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson	Let learners Identify Joseph Ephraim Casely-Hayford from photographs. Show and discuss a documentary about Joseph Ephraim Casely-Hayford at Casford Hall, UCC.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson	Present a narrative of the leadership role of Joseph Ephraim Casely-Hayford in the NCBWA Learners retell the story of Joseph Ephraim Casely-Hayford	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B5 2.3.4.3 B5 2.3.5.3		
Performance Indicator	Learners can stage a display of own portfolio of performing artworks to share own creative experiences of compositions that reflect the topical issues in Africa.		
Strand	Performing Arts		
Sub strand	Displaying and Sharing		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials		
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)
	Learners are to watch a short video that reflects topical issues in the local community; Ask learners to talk about parts of the video or pictures that interest them.	Plan a display of own music, dance and drama to educate and inform the public on the effects of topical issues experienced in the local community. Discuss the need for performing collection of own or others music, dance and drama. Develop a roadmap for the event (performance): - fixing a date - selecting a venue - inviting an audience.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.
	Ask learners questions to review learners understanding in the previous lesson.	Select and agree on a theme for the performance; Send manual or electronic invitations (e.g. letters, postcards, WhatsApp); Select own or others compositions for the performance, Plan the sequence of events, stage plan identifying the positions of all facilities. Post-performance activities: cleaning, appreciation, appraisal, evaluation, reporting.	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson.

Week Ending			
Class	Five		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B5.4.6.1.1-2		
Performance Indicator	Learners can write, edit and publish the articles for a journal.		
Strand	Writing		
Sub strand	Informative & Academic Writing		
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 sing songs and recite rhymes to prepare them for the lesson. Play games with learners	Show learners a copy of an article. Discuss with learners some types of articles and their structure. Discuss with learners what a journal is. <i>A journal is a newspaper or magazine that deals with a particular subject or professional activity.</i> Talk to learners about types of journals. Guide learners to write a simple article in their groups, and discuss in class.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Split learners into 2 teams. Taking turns, learners from each team come up and chose a vocabulary word. Learners to draw something on the board while only their tries to guess the word	Guide learners to create a class journal. Let learners write articles for their class journal. Show learners a copy of an article. Assist learners to edit the articles for their class journal by bringing out the features and structure of the article in the journal.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Have learners share what is going on in their lives. You and your learners can talk about plans for the weekend.	Look at the class journal created. In their groups, let learners write simple articles on topics on disability and equity, and let other learners edit them. Ask the learners to publish the article in the created class journal and display in the class. Put learners in groups and allow each group to read an article from the class journal and discuss the article, bringing out for instance, the moral and the theme	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B5.2.4.2.4		
Performance Indicator	Learners can explain the role of the legs, shoulders, and forearm in the forearm pass.		
Strand	Movement Concepts, Principles and Strategies		
Sub strand	Body Management		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop communication skills as speaking, listening, and acquisition of new concepts, principles, strategies			
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>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>Let learners swing their arms in preparation.</p> <p>Shoulder move forward horizontally as it extends.</p> <p>Forearm rotation through hips, legs and shoulders drop slightly.</p> <p>All together produce the final force to move the ball to the target.</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>

Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page 25		
Learning Indicator(s)	B5.6.6.1.4-6		
Performance Indicator	Learners can Illustrate how to customize the browser toolbar and Illustrate how to set disk space or cache usage.		
Strand	Internet And Social Media		
Sub strand	Customizing Your Browser		
Teaching/ Learning Resources	Computer sets, modem and Pictures		
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)
	<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>Facilitate learners to customize the browser toolbar.</p> <p>Aid learners to recognize cookies in web browsers.</p> <p>Guide learners to set disk space or cache usage.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>