

**SAMPLE TERMLY SCHEME OF LEARNING TERM 3**

**BASIC THREE**

# Fayol Inc.

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### THIRD TERM SCHEME OF LEARNING – ENGLISH LANGUAGE

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| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
|  | Oral Language | Conversation | B3.1.6.2 | B3.1.6.2.4. | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
|  | Reading | Comprehension | B3.2.7.1 | B3.2.7.1.2 |
| **1** | Writing | Narrative Writing | B3.4.10.1 | B3.4.10.1.1 |
|  | Writing |  |  |  |
|  | Conventions  & Grammar | Using Simple Prepositions | B3.5.7.1 | B3.5.7.1.1 |
|  | Usage |  |  |  |
|  | Extensive Reading | Building the love and culture of reading | B3.6.1.1 | B3.6.1.1.1 |
|  | Oral Language | Listening Comprehension | B3.1.7.1 | B3.1.7.1.1. |  |
|  | Reading | Comprehension | B3.2.7.1 | B3.2.7.1.3. | Word cards, |
|  |  |  |  |  | sentence cards, |
| Writing | Narrative Writing | B3.4.10.1 | B3.4.10.1.1 |
| **2** | letter cards, handwriting on a manila card and a class library |
| Writing  Conventions & Grammar | Using Simple Prepositions | B3.5.7.1 | B3.5.7.1.1 |
|  | Usage |  |  |  |  |
|  | Extensive Reading | Building the love and culture of reading | B3.6.1.1 | B3.6.1.1.1 |  |
|  | Oral Language | Listening Comprehension | B3.1.7.1 | B3.1.7.1.2 |  |
|  |  |  |  |  | Word cards, |
| Reading | Comprehension | B3.2.7.2 | B3.2.7.2.1 |
|  | sentence cards, |
| **3** | letter cards, handwriting on a  manila card and a |
| Writing | Narrative Writing | B3.4.10.1 | B3.4.10.1.2. |
|  | class library |
| Writing |  |  |  |
|  | Conventions & Grammar | Using Simple Prepositions | B3.5.7.1 | B3.5.7.1.1 |  |
|  | Usage |  |  |  |  |

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|  | Extensive Reading | Building the love and culture of reading | B3.6.1.1 | B3.6.1.1.1 |  |
|  | Oral Language | Listening Comprehension | B3.1.7.1 | B3.1.7.1.3 |  |
|  | Reading | Comprehension | B3.2.7.2 | B3.2.7.2.1 | Word cards, sentence cards, |
|  |  |  |  |  | letter cards, |
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| **4** | Writing | Narrative Writing | B3.4.10.1 | B3.4.10.1.2. | handwriting on a manila card and a |
|  |  |  |  |  | class library |
| Writing |  |  |  |
|  | Conventions & Grammar | Using Simple Prepositions | B3.5.7.1 | B3.5.7.1.1 |  |
|  | Usage |  |  |  |  |
|  | Extensive Reading | Building the love and culture of reading | B3.6.1.1 | B3.6.1.1.1 |  |
|  | Oral Language | Asking and Answering Questions | B3.1.8.1 | B3.1.8.1.1 |  |
|  | Reading | Comprehension | B3.2.7.2 | B3.2.7.2.2 | Word cards, |
|  | sentence cards, |
| Writing | Descriptive Writing | B3.4.12.1 | B3.4.12.1.1. |
| **5** | letter cards,  handwriting on a |
|  | manila card and a class library |
| Writing  Conventions & Grammar Usage | Using Simple and Compound Sentences | B3.5.9.1 | B3.5.9.1.1 |
|  | Extensive Reading | Building the love and culture of reading | B3.6.1.1 | B3.6.1.1.1 |  |
|  | Oral Language | Asking and Answering Questions | B3.1.8.1 | B3.1.8.1.2 | Word cards, sentence cards, |
|  |  |  |  | letter cards, |
| Reading | Comprehension | B3.2.7.2 | B3.2.7.2.3 |
| handwriting on a |
| manila card and a |
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| Writing | Descriptive Writing | B3.4.12.1 | B3.4.12.1.1. | class library |

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| **6** | Writing Conventions & Grammar Usage | Using Simple and Compound Sentences | B3.5.9.1 | B3.5.9.1.1 |  |
| Extensive Reading | Building the love and culture of reading | B3.6.1.1 | B3.6.1.1.1 |
| **7** | Oral Language | Giving and Responding to Commands & Making Requests | B3.1.9.1 | B3.1.9.1.1 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Comprehension | B3.2.7.2 | B3.2.7.2.4 |
| Writing | Argumentative Writing | B3.3.13.1 | B3.3.13.1.1. |
| Writing  Conventions & Grammar Usage | Using Simple and Compound Sentences | B3.5.9.1 | B3.5.9.1.1 |
| Extensive Reading | Building the love and culture of reading | B3.6.1.1 | B3.6.1.1.1 |
| **8** | Oral Language | Giving and Responding to Commands & Making Requests | B3.1.9.1 | B3.1.9.1.1 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Comprehension | B3.2.7.2 | B3.2.7.2.4 |
| Writing | Argumentative Writing | B3.3.13.1 | B3.3.13.1.1. |
| Writing  Conventions & Grammar  Usage | Using Simple and Compound Sentences | B3.5.9.1 | B3.5.9.1.1 |
| Extensive Reading | Building the love and culture of reading | B3.6.1.1 | B3.6.1.1.1 |
|  | Oral Language | Giving and Responding to  Instructions & Making Requests | B3.1.9.1 | B3.1.9.1.2. | Word cards, sentence cards, |

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| **9** | Reading | Fluency | B3.2.9.1 | B3.2.9.1.1 | letter cards,  handwriting on a manila card and a class library |
| Writing | Academic Writing | B3.4.14.1 | B3.4.14.1.1 |
| Writing  Conventions  & Grammar Usage | Spelling | B3.5.10.1 | B3.5.10.1.1 |
| Extensive Reading | Building the love and culture of reading | B3.6.1.1 | B3.6.1.1.1 |
| **10** | Oral Language | Giving and Responding to Instructions & Making Requests | B3.1.9.1 | B3.1.9.1.2. | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Fluency | B3.2.9.1 | B3.2.9.1.1 |
| Writing | Academic Writing | B3.4.14.1 | B3.4.14.1.1 |
| Writing  Conventions & Grammar Usage | Spelling | B3.5.10.1 | B3.5.10.1.1 |
| Extensive Reading | Building the love and culture of reading | B3.6.1.1 | B3.6.1.1.1 |
| **11** | Oral Language | Presentation | B3.1.10.1 | B3.1.10.1.1. | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Fluency | B3.2.9.1 | B3.2.9.1.2 |
| Writing | Academic Writing | B3.4.14.1 | B3.4.14.1.2 |
| Writing  Conventions & Grammar  Usage | Spelling | B3.5.10.1 | B3.5.10.1.1 |
| Extensive Reading | Building the love and culture of reading | B3.6.1.1 | B3.6.1.1.1 |
|  | Oral Language | Presentation | B3.1.10.1 | B3.1.10.1.2 | Word cards, sentence cards, |

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| **12** | Reading | Fluency | B3.2.9.1 | B3.2.9.1.3 | letter cards,  handwriting on a manila card and a class library |
| Writing | Academic Writing | B3.4.14.1 | B3.4.14.1.2 |
| Writing  Conventions & Grammar Usage | Spelling | B3.5.10.1 | B3.5.10.1.1 |
| Extensive Reading | Building the love and culture of reading | B3.6.1.1 | B3.6.1.1.1 |

**THIRD TERM SCHEME OF LEARNING – MATHEMATICS**

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| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Number | Counting,  Representation And Cardinality | B3.1.1.3 | B3.1.1.3.1 | Counters, bundle and loose straws base ten cut square, Bundle of sticks |
| **2** | Number | Counting  Representation And Cardinality | B3.1.1.3 | B3.1.1.3.2 |
| **3** | Number | Number  Operations | B3.1.2.5 | B3.1.2.5.1 | Counters, bundle and loose straws base ten cut square, patterns made from Manila cards, Bundle of sticks |
| **4** | Number | Number Operations | B3.1.2.5 | B3.1.2.5.2 |
| **5** | Number | Number  Operations | B3.1.2.6 | B3.1.2.6.1-2 |
| **6** | Number | Number  Operations | B3.1.2.6 | B3.1.2.6.3 |
| **7** | Geometry and Measurement | 2D And 3D Shapes | B3.3.1.1 | B3.3.1.1.4 | 2D and 3D  shapes and objects boldly drawn on manila cards. |
| **8** | Geometry and  Measurement | Measurement | B3.3.3.3 | B3.3.3.3.1 | Ruler, rope, meter rule |
| **9** | Geometry and  Measurement | Measurement | B3.3.3.3 | B3.3.3.3.2 |
| **10** | Geometry and  Measurement | Measurement | B3.3.3.3 | B3.3.3.3.3 |
| **11** | Geometry and  Measurement | Data Collection  And Organization | B3.3.3.2 | B3.4.1.1.1 | Class Registers, School Based Assessment |
| **12** | Geometry and  Measurement | Data Collection  And Organization | B3.3.3.3 | B3.4.1.2.1 |

### THIRD TERM SCHEME OF LEARNING – SCIENCE

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| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Forces And  Energy | Electricity And  Electronic | B3.4.2.1 | B3.4.2.1.1. | Local Electrical  Appliances |
| **2** | Forces And  Energy | Forces And  Movements | B3.4.3.1 | B3.4.3.1.1 | Balls, boxes,  tables, chairs, plants, balloons, bottle,  bottle opener |
| **3** | Forces And Energy | Forces And Movements | B3.4.3.1 | B3.4.3.2.1. |
| **4** | Humans And The  Environment | Personal Hygiene  And Sanitation | B3.5.1.1 | B3.5.1.1.1 | Brooms, mops, dusters and detergents |
| **5** | Humans And The  Environment | Personal Hygiene  And Sanitation | B3.5.1.1 | B3.5.1.1.1 |
| **6** | Humans And The  Environment | Diseases | B3.5.2.1 | B3.5.2.1.1 | Pictures and videos depicting some common skin diseases |
| **7** | Humans And The  Environment | Diseases | B3.5.2.1 | B3.5.2.1.2 |
| **8** | Humans And The  Environment | Diseases | B3.5.2.1 | B3.5.2.1.2 |
| **9** | Humans And The  Environment | Science And  Industry | B3.4.1.2 | B3.5.3.2.1 | Bread, kenkey fish |
| **10** | Humans And The  Environment | Science And  Industry | B3.4.1.2 | B3.5.3.2.1 |
| **11** | Humans And The  Environment | Climate Change | B3.5.4.1 | B3.5.4.1.1 | Pictures of smoke from mosquito coils, burning of pieces of paper |
| **12** | Humans And The  Environment | Climate Change | B3.5.4.1 | B3.5.4.1.1 |

**THIRD TERM SCHEME OF LEARNING – OUR WORLD OUR PEOPLE**

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| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Our Nation  Ghana | Responsible Use  Of Resources | B3.4.3.1 | B3.4.3.1.1 | Map of Ghana, atlas, Pictures, Charts,  Video Clips |
| **2** | Our Nation  Ghana | Responsible Use  Of Resources | B3.4.3.1 | B3.4.3.1.1 |
| **3** | Our Nation Ghana | Farming In Ghana | B3.4.4.1. | B3.4.4.1.1. | Map, Pictures,  Charts, Video Clips |
| **4** | Our Nation  Ghana | Farming In Ghana | B3.4.4.1. | B3.4.4.1.1. | Pictures, Charts, Video Clips |
| **5** | My Global  Community | Our Neighboring  Countries | B3.5.1.1 | B3.5.1.1.1. | Pictures, Charts, Video Clips |
| **6** | My Global  Community | Our Neighboring  Countries | B3.5.1.1 | B3.5.1.1.1. | Pictures, Charts, Video Clips |
| **7** | My Global  Community | Introduction To  Computing | B3.5.2.1 | B3.5.2.1.1. | Pictures, Charts, Video Clips |
| **8** | My Global  Community | Introduction To  Computing | B3.5.2.1 | B3.5.2.1.1. |
| **9** | My Global  Community | Introduction To  Computing | B3.5.2.1 | B3.5.2.1.1. | Pictures, Charts, Video Clips |
| **10** | My Global  Community | Sources Of  Information | B3.5.3.1 | B3.5.3.1.1. |
| **11** | My Global  Community | Technology In  Communication | B3.5.4.1 | B3.5.4.1.1. | Pictures, Charts, Video Clips |
| **12** | My Global  Community | Technology In  Communication | B3.5.4.1 | B3.5.4.1.1. |

### THIRD TERM SCHEME OF LEARNING – RELIGIOUS & MORAL EDUCATION

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| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | The Family and the Community | Roles And Relationships | B3.4.1.1 | B3.4.1.1.1: | Wall charts, wall words, posters, video clip, etc. |
| **2** | The Family and  the Community | Roles And Relationships | B3.4.1.1 | B3.4.1.1.1: | Wall charts, wall words, posters, video clip, etc. |
| **3** | The Family and  the Community | Roles And Relationships | B3 4.1.1 | B3 4.1.1.2 | Wall charts, wall words, posters, video clip, etc. |
| **4** | The Family and  the Community | Roles And Relationships | B3 4.1.1 | B3 4.1.1.2 | Wall charts, wall words, posters, video clip, etc. |
| **5** | The Family and  the Community | Roles And Relationships | B3 4.1.1 | B3.4.1.1.3: | Wall charts, wall words, posters, video clip, etc. |
| **6** | The Family and  the Community | Roles And Relationships | B3 4.1.1 | B3.4.1.1.3: | Wall charts, wall words, posters, video clip, etc. |
| **7** | The Family and  the Community | Personal Safety In The Community | B3.4.2.1 | B3.4.2.1.1 | Wall charts, wall words, posters, video clip, etc. |
| **8** | The Family and  the Community | Personal Safety In  The Community | B3.4.2.1 | B3.4.2.1.1 | Wall charts, wall words, posters, video clip, etc. |
| **9** | The Family and  the Community | Personal Safety In  The Community | B3.4.2.1 | B3.4.2.1.1 | Wall charts, wall words, posters, video clip, etc. |
| **10** | The Family and  the Community | Personal Safety In  The Community | B3.4.2.1 | B3.4.2.1.1 | Wall charts, wall words, posters, video clip, etc. |
| **11** | The Family and  the Community | Personal Safety In  The Community | B3.4.2.1 | B3.4.2.1.1 | Wall charts, wall words, posters, video clip, etc. |

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| **12** | The Family and  the Community | Personal Safety In  The Community | B3.4.2.1 | B3.4.2.1.1 | Wall charts, wall words, posters, video clip, etc. |

**THIRD TERM SCHEME OF LEARNING – HISTORY**

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| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | My Country  Ghana | Some Selected  Individuals | B3.2.5.1 | B3.2.5.1.1 | Pictures of some outstanding  entrepreneurs in Ghana |
| **2** | My Country  Ghana | Some Selected  Individuals | B3.2.5.1 | B3.2.5.1.1 |
| **3** | My Country  Ghana | Some Selected  Individuals | B3.2.5.1 | B3.2.5.1.1 |
| **4** | Europeans in  Ghana | Arrival of  Europeans | B3.3.1.1 | B3.3.1.1.1 | Wall charts, word cards, posters,  video clip, etc. |
| **5** | Europeans in  Ghana | Arrival of  Europeans | B3.3.1.1 | B3.3.1.1.1 |
| **6** | Europeans in  Ghana | Arrival of  Europeans | B3.3.1.1 | B3.3.1.1.1 |
| **7** | Europeans in  Ghana | Arrival of  Europeans | B3.3.1.1 | B3.3.1.1.1 | Wall charts, word cards, posters,  video clip, etc. |
| **8** | Europeans in  Ghana | Arrival of  Europeans | B3.3.1.1 | B3.3.1.1.1 |
| **9** | Europeans in  Ghana | Arrival of  Europeans | B3.3.1.1 | B3.3.1.1.1 |
| **10** | Europeans in  Ghana | Arrival of  Europeans | B3.3.1.1 | B3.3.1.1.1 | Wall charts, word cards, posters,  video clip, etc. |
| **11** | Europeans in  Ghana | Arrival of  Europeans | B3.3.1.1 | B3.3.1.1.1 |
| **12** | Europeans in  Ghana | Arrival of  Europeans | B3.3.1.1 | B3.3.1.1.1 |

### THIRD TERM SCHEME OF LEARNING – CREATIVE ARTS

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| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Visual Arts | Thinking and  Exploring Ideas (Visual Arts) | CSE 1 | B3.1.1.1.3 | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |
| **2** | Performing Arts | Thinking and  Exploring Ideas (Performing Arts) | CSE 1 | B3.2.1.1.3 |
| **3** | Visual Arts | Planning, Making  and Composing (Visual Arts) | CSE 2&3 | B3.1.2.2.3  B3.1.2.3.3 | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |
| **4** | Performing Arts | Planning, Making  and Composing (Performing Arts) | CSE 2&3 | B3.2.2.2.3  B3.2.2.3.3 |
| **5** | Visual Arts | Displaying and  Sharing (Visual Arts) | CSE 4&5 | B3.1.3.4.3  B3.1.3.5.3 | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |
| **6** | Performing Arts | Displaying and  Sharing (Performing Arts) | CSE 4&5 | B3.2.3.4.3  B3.2.3.5.3 |
| **7** | Visual Arts | Appreciating and  Appraising (Visual Arts) | CSE 6&7 | B3.1.4.6.3  B3.1.4.7.3 | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |
| **8** | Performing Arts | Appreciating and  Appraising (Performing Arts) | CSE 6&7 | B3.2.4.6.3  B3.2.4.7.3 |
| **9** | Visual Arts &  Performing Arts | Thinking and  Exploring Ideas  School based project  (Visual Arts & performing Arts) | CSE 1 | B3.1.1.1  B3.2.1.1 | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |

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| **10** | Visual Arts &  Performing Arts | Planning, Making  and Composing  School based project  (Visual Arts & Performing | CSE 2&3 |  | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |
| **11** | Visual Arts &  Performing Arts | Displaying and  Sharing  School based project  (Visual Arts & Performing Arts) | CSE 4&5 |  | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |
| **12** | Visual Arts &  Performing Arts | Appreciating and  Appraising  School based project  (Visual Arts & Performing Arts) | CSE 6&7 |  | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |

**THIRD TERM SCHEME OF LEARNING – GHANAIAN LANGUAGE**

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| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Oral Language (Listening and Speaking) | Asking & Answering Questions | B3.1.9.1 | B3.1.9.1.1-3 | Word cards, sentence cards, letter cards. |
| **2** | Oral Language  (Listening and Speaking) | Giving & Following Instructions | B3.1.10.1 | B3.1.10.1.1-3 | Word cards, sentence cards, letter cards. |
| **3** | Oral Language (Listening and Speaking) | Presentation | B3.1.11.1 | B3.1.11.1.1-3 |
| **4** | Oral Language  (Listening and Speaking) | Listening Comprehension | B3.2.6.1 | B3.2.6.1.1-2 | Word cards, sentence cards, letter cards. |
| **5** | Reading | Silent Reading | B3.2.7.1 | B3.2.7.1.1-2 |
| **6** | Reading | Fluency | B3.2.8.1 | B3.2.8.1.1 |
| **7** | Writing | Fluency | B3.2.8.1 | B3.2.8.1.1 | Word cards,  sentence cards, letter cards. |
| **8** | Writing Conventions | Writing And  Copying Simple Sentence With Correct Spacing | B3.3.4.1 | B3.3.4.1.1-2 | Word cards, sentence cards, letter cards. |
| **9** | Writing Conventions | Integrating  Grammar In Written Language (Use Of Simple And Compound Sentence) | B3.5.6.1 | B3.5.6.1.1-3 | Word cards, sentence cards, letter cards. |
| **10** | Writing  Conventions | Integrating Grammar In | B3.5.7.1 | B3.5.7.1.1-3 |

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|  |  | Written Language  (Spelling) |  |  |  |
| **11** | Extensive  Reading/Children’s Literature/ Library | Reading Short  Stories and Respond to Them | B3.6.3.1 | B3.6.3.1.1-2 | Word cards, sentence cards, letter cards. |
| **12** | Extensive  Reading/Children’s Literature/ Library | Reading Short  Poems and Respond to Them | B3.6.3.1 | B3.6.3.1.3-4 |

### THIRD TERM SCHEME OF LEARNING – PHYSICAL EDUCATION

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| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Motor Skill And Movement Patterns | Locomotive  Skills | B3.1.9.1 | B3.1.9.1.12: | Pictures and  Videos |
| **2** | Motor Skill And Movement Patterns | Locomotive  Skills | B3.1.10.1 | B3.1.10.1.13 | Pictures and  Videos |
| **3** | Motor Skill And Movement Patterns | Manipulative  Skills | B3.1.11.1. | B3.1.11.1.14: | Pictures and  Videos |
| **4** | Motor Skill And Movement Patterns | Manipulative  Skills | B3.1.12.1 | B3.1.12.1.15: | Pictures and  Videos |
| **5** | Motor Skill And Movement Patterns | Rhythmic Skills | B3.1.12.1 | B3.1.12.1.16 | Pictures and  Videos |
| **6** | Motor Skill And Movement Patterns | Rhythmic Skills | B3.1.13.1 | B3.1.13.1.17: | Pictures and  Videos |
| **7** | Movement Concepts, Principles And Strategies | Body  Management Strategies | B3.2.4.2  B3.2.5.2 | B3.2.4.2.6  B3.2.5.2.7: | Pictures and Videos |
| **8** | Physical Fitness | Flexibility | B3.3.5.3 | B3.3.5.3.5: | Pictures and  Videos |
| **9** | Physical Fitness Concepts, Principles And Strategies | Substance | B3.4.5.4 | B3.4.5.4 6: | Pictures and Videos |
| **10** | Physical Fitness  Concepts, Principles And Strategies | Body Composition | B3.4.6.4 | B3.4.6.4.7: | Pictures and Videos |
| **11** | Values And Psycho-  Social Concepts, Principles And Strategies | Group Dynamics | B3.5.3.5 | B3.5.3.5.3 | Pictures and Videos |
| **12** | Values And Psycho-  Social Concepts, Principles And Strategies | Critical Thinking | B3.5.4.5 | B3.5.4.5.4 | Pictures and Videos |



**SAMPLE LESSON NOTES-WEEK 1**

BASIC THREE

# Fayol Inc.

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## SCHEME OF LEARNING- WEEK 1 BASIC THREE

Name of School………………………………………………….……………………….…………………

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| **Week Ending** | |  | | | |
| **Class** | | Three | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | |
| **Reference** | | English Language curriculum | | | |
| **Learning Indicator(s)** | | B3.1.6.2.4. | | B3.2.7.1.2. B3.1.10.1.1. B3.5.7.1.1. B3.6.1.1.1 | |
| **Performance Indicator** | | 1. Learners can express a greater variety of communicative meaning. 2. Learners can ask and answer factual, inferential and vocabulary questions about level-appropriate texts. 3. Learners can present ideas logically 4. Learners can Identify prepositions in sentences to indicate directions and means, e.g. by bus. 5. Learners can read a variety of age and level-appropriate books and summarize them | | | |
| **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 | | | | | |
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| **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 | Engage learners to sing songs  and recite some familiar  rhymes they know | | A.**ORAL LANGUAGE**  (*Conversation Pg.74*) | | Ask learners to talk about  what they have learnt. |
|  | ONE POTATO, TWO POTATOES  One potato, two potatoes, three potatoes, four  Five potatoes, six potatoes, seven potatoes, more.  One potato, two potatoes, three potatoes, four | | Show learners conversational posters to talk about. E.g. causes of road accidents.  Let learners role-play topics or themes discussed.  Discuss the importance of expressing a variety of communicative meanings/telling people about their feelings, etc.) e. g. apologizing, agreeing or disagreeing with partners on issues. | | Call out a few words for learners to spell them off head.  Ask learners to read some keywords on the board |
|  | Five potatoes, six potatoes, seven potatoes, more | | Guide learners to express a variety of communicative meanings. | |  |
| Tuesday | Select 10 words and write  them two different times on  word cards. | | B.**READING**  (*comprehension Pg.86*) | | Ask learners to talk about  what they have learnt. |
|  | Place all the cards face down on the floor. | | Have learners brainstorm on the topic on which they will answer questions. | | Call out a few words for learners to spell them off head. |
|  | Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards. | | Ask learners to read and answer simple pre-reading questions as you guide them.  Guide learners to ask and answer factual, inferential and vocabulary questions on the passage read. | | Ask learners to read some keywords on the board |

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| Wednesday | Select 10 words and write  them two different times on word cards.  Place all the cards face down on the floor. | C.**WRITING**  (*Narrative Writing*) Discuss important people (e.g. teachers, footballers, farmer, police officer, etc.) in learners’ community and what made them important. |  |
|  | Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards. | Ask learners to prepare presentations on what they would like to be important for and why.  Have learners present their work logically. |
| Thursday | Engage learners to play the  “Phonic caterpillars” game**.**  A spelling pattern goes at the head of the caterpillar and the children fill in the sections of the caterpillar with words containing that pattern | D.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Using Simple Prepositions*)  Provide sample sentences.  e.g. means  -*We are going home by bus. direction*  *- The monkey is climbing up the tree.* | Have learners complete  sentences with the appropriate prepositions.   1. *My friend lives across the street from me.* 2. *The ducks are eating along the river.* |
|  | cat | Guide learners to discover the meaning of the sentences. | *iii. The girl was sitting among her friends.* |
|  |  | Draw learners’ attention to the words as prepositions. | *iv. They told stories around the campfire* |
|  |  | Have learners complete sentences with given prepositions that indicate “means and direction”.  *e.g. Mr. Badu is travelling train.* |  |
| Friday | Have a variety of age/level-  appropriate books for learners to make a choice from.  Guide learners to select books for readings | E. **EXTENSIVE READING**  Using the Author’s chair, introduce the reading/library time.  Introduce narratives, expository, procedural texts to learners. | Let learners summarize the  books they read to the whole class  Learners draw parts of the stories they read. |



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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 47 | | |
| **Learning Indicator(s)** | | B3.1.1.3.1 | | |
| **Performance Indicator** | | Learners can describe situations using positive and negative values | | |
| **Strand** | | Number | | |
| **Sub strand** | | Counting, Representation And Cardinality | | |
| **Teaching/ Learning Resources** | | Counters, bundle and loose straws base ten cut square, Bundle of sticks | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **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 | Mix up playing cards. Put  learners into groups of two  Shuffle and place the cards face down on the table.  Player one flips over the top two cards. Player two then have to add up the numbers | | Use different scenarios to explain to  learners, negative and positive values.  Positive numbers are numbers greater than zero.  e.g. 1, 2, 3,4,5,6,7,89…  A convenient way to think of them as an extra number. For example, I have 2 oranges. Mother gave me additional 2 oranges. A plus is used to indicate positive numbers. In the above example, we could write +4 oranges.  Let learners give similar examples to indicate positive numbers | 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 | Let learners close their  eyes. While their eyes are closed, erase one or more numbers.  Learners again open their eyes to find the missing numbers.  Let learners justify their answers. | | Use different scenarios to explain to  learners, negative and negative values  Negative numbers are numbers less than zero. A convenient way to think of them is as a number  owed. For example, if you have negative four apples that means you owe four apples to someone. A  dash is typically used to indicate a negative value. In our case, we would write -4 apples.  Let learners give similar examples to indicate positive numbers | 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 | Engage leaners to sing the  song  WE CAN COUNT  We class three We can count  We count 1,2,3,4,5  We count 6,7,8,9,10  We class three can count very well. | | Using flash cards, create index cards with  pictures of opposites on them.  Have learners match sets of opposite flashcards.  Example: happy and sad, hot and cold, big and small, -1 and +1, -5 and +5 etc. | 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. |

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| Thursday | Put leaners in two groups.  Call out a number between 1 and 6. E.g. 3.  Learners must call out the double (2x) of that number.  In this case 6 is the answer. Try out more numbers.  The group that answers more wins | Using the “acting opposite game”.  Have learners to perform actions, and then do the opposite.  Example: if they sit down, you stand up, if they walk forward, you walk backward, if they mention -30, you say + 30 etc.  Once learners are familiar with the game, teacher performs the actions first, and have learners do the opposite. | 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. |
| Friday | Share some few jokes with  learners. You can two their jokes as well  e.g. An American girl farts and says “Excuse me”.  A Ghanaian girl farts and you will hear “Ohh! beans wei koraa” | Draw a number line on the floor or any  convenient place. Ask a pair to stand on the cross (center) with their back facing. The learners then move in the opposite direction a straight line on the number line.  Have learners move on the opposite direction on the number line and name the numbers as shown:  Learners also build their own number line to include -10 | 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. |

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| **Week Ending** | |  | | | | |
| **Class** | | Three | | | | |
| **Subject** | | **SCIENCE** | | | | |
| **Reference** | | Science | | curriculum | Page 58 |  |
| **Learning Indicator(s)** | | B3.4.2.1.1. | | | | |
| **Performance Indicator** | | Learners can Identify different sources of electrical energy | | | | |
| **Strand** | | Forces And Energy | | | | |
| **Sub strand** | | Electricity And Electronic | | | | |
| **Teaching/ Learning Resources** | | Local Electrical Appliances | | | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | | | |
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| **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)** |
|  | Get a viral picture, a trending  news on twitter, Facebook, YouTube and other social media handles.  Discuss what is trending and invite learners to share their opinions on them. | | Revise with learners to investigate the  function of batteries in electronic devices  Learners mention common examples of household electronic appliances.  Provide learners with electronic toys that operate on batteries.  Learners discuss how the toys will behave without the battery. | | | Ask learners to talk about  what they have learnt  Use questions and answers to review learners understanding in the lesson. |
|  | Use questions and answers  to review learners understanding in the previous lesson  Engage learners to play games and sing songs to begin the lesson. | | Before the lesson, let learners investigate  to find-out where they get electricity for their home and school. e.g. Aboadze Thermal Plant, Akosombo and Bui Hydroelectric plants.  Learners listen to a story on the history of how electricity was first produced.  Learners watch a video or look at a poster on how electricity is produced from various sources. E.g. batteries, solar, hydro, thermal and generators. | | | Ask learners to talk about  what they have learnt  Use questions and answers to review learners understanding in the lesson.  Give learners home task to build a paper circuit using a graphite pencil, battery and LED. |
|  | Use questions and answers  to review learners understanding in the previous lesson  Engage learners to play games and sing songs to begin the lesson. | | Learners demonstrate how to produce  electricity from simple sources such as dry cells (batteries) to light a torch or a lamp.  Ask learners to discuss the sources of the electricity they use at home | | | Ask learners to talk about  what they have learnt  Use questions and answers to review learners understanding in the lesson. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 53 | | |
| **Learning Indicator(s)** | | B3.4.3.1. 1. | | |
| **Performance Indicator** | | Learners can explain ways of conserving energy | | |
| **Strand** | | Our Nation Ghana | | |
| **Sub strand** | | Responsible Use Of Resources | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and  Global Citizenship | | | | |
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| **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)** |
|  | Begin the lesson by sharing a  few jokes with learners.  Make sure to choose jokes that will get learners attention.  Call two learners to share their jokes as well | | Revise with learners on the  ways of conserving water.  Learners talk about the importance of conserving energy in the home.  Learners identify positive attitudes towards energy conservation  e.g. *i. switch off light when not in use,*   1. *use energy saving bulbs.* 2. *put all gadgets off when leaving home* | Ask learners to talk about  what they have learnt  Use questions and answers to review learners understanding in the lesson. |
|  | Give learners a few brain  teasers for them to solve **Example**: Riddle, Riddle! Billy’s mother had five children. The first was named Lala, the second was named Lele, the third was named Lili, the fourth was named Lolo. What was the fifth child named?  Answer: Billy | | Learners talk about the  importance of conserving energy in the home.  Learners identify positive attitudes towards energy conservation e.g. switch off light when not in use, use energy saving bulbs, put all gadgets off when leaving home | Ask learners to talk about  what they have learnt  Use questions and answers to review learners understanding in the lesson. |
|  | Use questions and answers to  review what they learnt in the previous lesson | | Learners talk about the  importance of conserving energy in the home.  Learners identify positive attitudes towards energy conservation e.g. switch off light when not in use, use energy saving bulbs, put all gadgets off when leaving home | Ask learners to talk about  what they have learnt  Use questions and answers to review learners understanding in the lesson. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 21 | | |
| **Learning Indicator(s)** | | B3.4.1.1.1: | | |
| **Performance Indicator** | | Learners can discuss God’s promises to humankind | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Roles And Relationships | | |
| **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 | | | | |
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| **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)** |
|  | Have learners to sing some  religious songs they are familiar with.  Invite learners to read genesis 12:1-20 in the Bible.  Ask learners to talk about the scriptures that have been read. | | Lead learners to identify the  promises God made to humankind: the call of Abraham (Ibrahim)-God promised him with eternal life.  The call of Abraham  Abraham was the first patriarch of Israel. He is the father of the Jewish nation. The whole nation descends from Abraham through his son Isaac and grandson Jacob.  In groups, let learners discuss the calls of Abraham (Ibrahim).  Let learners present their work to class for discussion.  Let learners role-play the call of Abraham (Ibrahim). | Ask learners to talk about  what they have learnt  Use questions and answers to review learners understanding in the lesson. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page 18 | | |
| **Learning Indicator(s)** | | B3.2.5.1.1 | | |
| **Performance Indicator** | | Learners can describe Ghanaian entrepreneurs who have made significant  contributions | | |
| **Strand** | | My Country Ghana | | |
| **Sub strand** | | Some Selected Individuals | | |
| **Teaching/ Learning Resources** | | Pictures of some outstanding entrepreneurs in Ghana | | |
| **Core Competencies:** The use of evidence to appreciate the significance of historical locations help learners to  become critical thinkers and digital literates | | | | |
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| **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)** |
|  | Use questions and answers to  review learners understanding in the previous lesson  Engage learners to sing songs and play games to get them ready for lesson. | | Name Ghanaian entrepreneurs of  note e.g. B.A. Mensah of Pioneer Tobacco Ltd.  Retell the live stories of any of these entrepreneurs from a documentary show.  BENJAMIN AMPONSAH MENSAH  Benjamin Amponsah Mensah was born on Saturday 13 September, 1924 in Kumahu Ashanti. He was the 8th out 11 children of his parents. In 1944, ben obtained his first employment with john holt ltd in Kumasi as a merchandize invoicing clerk. Later in 1951, ben registered B.A Mensah & co as an import/export company. It traded in imports of carbolic soaps, key soaps, Henkes Aromatic Schnapps and EK gin. By 1975 he was the leading supplier of kente yarns in Ghana. Thereafter he expanded the business to include tobacco growing agriculture with the first export to Lybia amounting to  US$1.95 million, etc. | Ask learners to talk about  what they have learnt  Use questions and answers to review learners understanding in the lesson.  Give learners home task to match names of key individuals along with their quotes. |
|  | Use questions and answers to  review learners understanding in the previous lesson  Engage learners to play games and sing songs to begin the lesson. | | Learners to Identify some of his  contributions to nation development  Let learners talk about how his work inspires them and give reasons.  Learners to talk about their future aspirations and career options.  Give guidance as to how to achieve those aspirations. | Ask learners to talk about  what they have learnt  Use questions and answers to review learners understanding in the lesson |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B3 1.1.1.3 | | |
| **Performance Indicator** | | Learners to study and talk about visual artworks produced or found in other  African communities that reflect the natural and manmade environments in those areas in Africa | | |
| **Strand** | | Visual Arts | | |
| **Sub strand** | | Thinking and Exploring Ideas | | |
| **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 | | | | |
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| **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 sing songs and recite  rhymes about work.  Learners mention some visual artworks produced in Ghana. | | Learners are to study the artworks  produced or found in other countries in Africa.  NNENNA OKORE  Nnenna Okore is an international artist who was born in 1975 in Austria but her origin is Nigeria. Her largely abstract sculptures are inspired by textures, colors and forms within her immediate milieu. Okore’s work frequently uses flotsam or discarded objects to create intricate sculpture and installation through repetitive and labor intensive techniques.  Let learners talk about other visual artist they are familiar with. | Learners talk about what was  interesting and made meaning to them in the lesson.  Learners retell the history of Nnenna Okore in groups |
|  | Call learners to recall some  history facts about Nnenna Okore.  Use series of questions to review their understanding in the previous lesson | | Show pictures of his artworks to  learners for them to generate their own ideas.  Assessment: learners to use ideas generated to create their own artworks | Ask learners to tell you what  they have learnt and what they will like to learn in the next lesson  Teacher moves round the classroom to monitor the progress of learners based on the task given them  Learners display their artworks for appreciation |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 95 | | |
| **Learning Indicator(s)** | | B3.1.9.1.1-3 | | |
| **Performance Indicator** | | Learners can recognize, ask and Answer questions on, ‘who”, “what”,  “where” and” when” | | |
| **Strand** | | Oral Language (Listening and Speaking) | | |
| **Sub strand** | | Asking & Answering Questions | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **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)** |
|  | Lead learners to sing a song.  Engage learners to play the crossword game  Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available. | | Write and show the question words  on flashcards to learners.  Lead learners to read the question words. Use the question words to form questions and lead learners to read.  Use the flashcards to assist learners to recognize when to use question words. “what”, “who”,” where”,” when”.  Let learners form their own questions using the question words discussed. | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Activate the previous  knowledge of the learners by making them answer questions on the previous lesson.  Engage learners to play games and sing songs to begin the lesson | | Write and show the question words  on flashcards to learners.  Lead learners to read the question words. Use the question words to form questions and lead learners to read.  Use the flashcards to assist learners to recognize when to use question words. “what”, “who”,” where”,” when”.  Let learners form their own questions using the question words discussed. | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Flash letter cards to  learners for them to make its sounds.  Ask pupils to write some letters in the air as you mention them | | Write the question words on  flashcards.  Lead learners to read the question words. Use the question words to form questions and lead learners to read.  Use the flashcards to assist learners to recognize when to use question words. | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt |

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|  |  | Write questions using the question  words ‘what’, ‘when and ‘how’ and ‘why’ on the board.  Lead learners to read the questions. Let them read the questions in turns.  Let learners form their own questions using the question word ‘what’, ‘when and ‘how’ and ‘why’. |  |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 34 | | |
| **Learning Indicator(s)** | | B3.1.9.1.12: | | |
| **Performance Indicator** | | Learners can kick a stationary ball from the ground into the air to a  stationary partner and a moving partner using the inside of the foot. | | |
| **Strand** | | Motor Skill And Movement Patterns | | |
| **Sub strand** | | Locomotive Skills | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies**: Learners will develop personal skills and core competencies such as agility,  concentration, coordination strength and balance | | | | |
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| **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)** |
|  | Take learners through general  and specific warm ups.  Have learners to watch pictures and videos of the skill to be learnt. | | After warm-ups, learners place  balls in front about 2m away.  Learners demonstrate how to kick by stepping forward to kick the stationary ball into air to a partner at 10m apart using the inside of the foot.  Learners practice at their pace and give feedback. | Organize mini football game  for learners.  End lesson with cool down |



### SAMPLE LESSON NOTES-WEEK 2

BASIC THREE

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## SCHEME OF LEARNING- WEEK 2 BASIC THREE

Name of School………………………………………………….……………………….…………………

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **ENGLISH LANGUAGE** | | |
| **Reference** | | English Language curriculum Page | | |
| **Learning Indicator(s)** | | B3.1.7.1.1. B3.2.7.1.3. B3.4.10.1.1. B3.5.7.1.1. B3.6.1.1.1 | | |
| **Performance Indicator** | | 1. Learners can listen to and interact actively within information texts 2. Learners can retell level-appropriate text in own, explain and illustrate 3. Learners can add more details of a story structure to narrative stories 4. Learners can Identify prepositions in sentences to indicate directions and means 5. Learners can read a variety of age and level-appropriate books and summarize them | | |
| **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 | | | | |
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| **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 | Engage learners to play the  ball game.  Write vocabulary words on a ball. Throw the ball to learners in turns to form sentences with the word which has their right thumb on. | | A.**ORAL LANGUAGE**  (*Listening Comprehension*)  Read an appropriate text to learners.  Before reading, let learners think- pair- share, and talk about what they already know (K) about the topic.  Have learners ask questions about what they want to know (W).  While you read the text, pause often to give the children the chance to share what they have learned  Let learners answer the questions they asked before reading.  After the reading, have learners share what they have learned. | Ask learners to talk about  what they have learnt.  Call out a few words for learners to spell them off head.  Ask learners to read some keywords on the board |
| Tuesday | Write some sight words on  the board and cover parts with smileys for learners to guess the word  e.g.  E L E P H A N T W I N D O W  T E L E V I S I O N | | B.**READING**  (*Comprehension*)  Ask a few questions to review the text/story to be retold.  Have learners narrate or retell the story passage using the herring bone or story map strategy.  The narration should be sequential to make the story understood. | Ask learners to talk about  what they have learnt.  Call out a few words for learners to spell them off head.  Ask learners to read some keywords on the board |

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|  |  | In groups, let learners re tell the story  by adding more details to it. |  |
| Wednesday | Engage learners to play the  “Phonic caterpillars” game**.** | C.**WRITING**  (*Narrative Writing*) | Ask learners to talk about what they have learnt. |
|  | A spelling pattern goes at the head of the caterpillar and the children fill in the sections of the caterpillar with words containing that pattern  cat | Read a short narrative story to learners; concentrate on the setting and the characters.  Let learners narrate their experiences.  Assist learners to pick a topic.  e. g. The traffic light. | Call out a few words for learners to spell them off head.  Ask learners to read some keywords on the board |
|  |  | Let learners write on the topic, narrating their experience.  E.g. *On my way to school, I crossed the road. I looked left, right and left again. There was no vehicle coming.*  *Then I walked quickly across the road.* |  |
| Thursday | Write three facts about the  coronavirus on the board and ask learners to make their stands whether they agree or not. | D.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Using Simple Prepositions*)  Provide sample sentences.  e.g. means  -*We are going home by bus. direction*  *- The monkey is climbing up the tree.*  Guide learners to discover the meaning of the sentences.  Draw learners’ attention to the words as prepositions.  Have learners complete sentences with given prepositions that indicate “means and direction”.  *e.g. Mr. Badu is travelling train.* | Have learners complete  sentences with the appropriate prepositions.  *i. My friend lives across the street from me.* |
|  | e.g.  i. *one can contract the virus through eating infected foods.*  *iii. Staying at home cannot prevent the spread of the virus* | 1. *The ducks are eating along the river.* 2. *The girl was sitting among her friends.* 3. *They told stories around the campfire* |
|  | let learners make their choices of each question by saying “I AGREE”, “I DISAGREE”.  Let learners explain their choices. |  |
| Friday | Have a variety of age/level-  appropriate books for learners to make a choice from.  Guide learners to select books for readings | E. **EXTENSIVE READING**  Using the Author’s chair, introduce the reading/library time.  Introduce narratives, expository, procedural texts to learners. | Let learners summarize the  books they read to the whole class  Learners draw parts of the stories they read. |



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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 47 | | |
| **Learning Indicator(s)** | | B4.1.1.3.2 | | |
| **Performance Indicator** | | Learners can count forwards and backwards with positive and negative  whole numbers through zero | | |
| **Strand** | | Number | | |
| **Sub strand** | | Counting, Representation And Cardinality | | |
| **Teaching/ Learning Resources** | | Counters, bundle and loose straws base ten cut square, Bundle of sticks | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **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 | Review learners understanding  in the previous lesson using questions and answers  Engage learners to play games and sing songs to begin the lesson. | | Display the number line,  mention a number and ask learners to move/hop from the number to another number through zero. | 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 | Review learners understanding  in the previous lesson using questions and answers  Engage learners to play games and sing songs to begin the lesson. | | Display the number line,  mention a number and ask learners to move/hop from the number to another number through zero. | 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 | Review learners understanding  in the previous lesson using questions and answers  Engage learners to play games and sing songs to begin the lesson. | | Display the number line,  mention a number and ask learners to move/hop from the number to another number through zero. | 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 | Review learners understanding  in the previous lesson using questions and answers  Engage learners to play games and sing songs to begin the lesson. | | Display the number line,  mention a number and ask learners to move/hop from the number to another number through zero. | 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 |
| Friday | Review learners understanding  in the previous lesson using questions and answers  Engage learners to play games and sing songs to begin the lesson. | | Display the number line,  mention a number and ask learners to move/hop from the number to another number through zero. | 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 |

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| **Week Ending** | |  | | | | |
| **Class** | | Three | | | | |
| **Subject** | | **SCIENCE** | | | | |
| **Reference** | | Science | | curriculum | Page 59 |  |
| **Learning Indicator(s)** | | B3.4.3.1.1 | | | | |
| **Performance Indicator** | | Learners can explain force and demonstrate how it causes movement | | | | |
| **Strand** | | Forces And Energy | | | | |
| **Sub strand** | | Forces And Movements | | | | |
| **Teaching/ Learning Resources** | | Balls, boxes, tables, chairs, plants, balloons, bottle, bottle opener | | | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | | | |
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| **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)** |
|  | Tell learners a few jokes to  get their attention.  Call two learners to share their jokes as well. | | Provide different scenarios to let  learners know that forces cause objects to move or stop, e.g. kicking a ball, pushing a chair or pulling a rope  etc. | | | What have we learnt today?  How forces causes movement. |
| Engage learners to sing songs and recite rhymes that they are familiar with | | Learners are engaged to do the following activities: scrambling of paper and metal foils, pushing objects in the classroom, squeezing empty  plastic bottles etc. | | | Have learners to summarize the lesson using the “3-2-” strategy.  That is say 3 things they remember in the lesson. |
|  | | Learners talk about the activities they performed. | | | Write 2 questions for a partner or class |
|  | | Emphasize the effects of forces on objects, e.g. changing shape, making it move, changing the direction of movement and reducing the speed of a moving object. | | | And 1 interesting fact in the lesson |
|  | Have learners solve riddles  about the previous lesson.  i. I cause objects to move. What am I? | | Engage learners to identify and use  specific simple machine for removing bottle tops, cutting a piece of cloth, removing a nail stuck in wood and removing screw from a piece of wood | | | Divide the class into 2  teams. One player serves a question about the lesson and chose a player in the other team to answer. |
| ii. You need me to push a car. What am I? | | Individually or in groups, learners draw their favorite simple machines and color them. | | |  |
| iii. I can change the shape of objects when applied to it. Who am I? | | Learners create simple machines from cardboards | | |  |
|  | | Ask learners the machines they will use to do the following activities: weeding, sweeping, digging, tightening a bolt and knot, and explain why | | |  |
|  | Engage learners to sing songs  and recite rhymes that they are familiar with. | | Ask learners the following questions:  *What is force?*  *How is force described?* | | | Ask learners questions to  review their understanding of the lesson. |

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|  | Review learners understanding in the previous lesson through questions and answers | *What forces do you observe in everyday*  *life?*  Learners are engaged in simple demonstrations on how forces cause movement.   1. Rubbing pens in the hair and using it to pick pieces of paper. 2. Using a magnet to attract iron nails or pins. 3. Throwing stones into water in a bucket will cause the water to shake. 4. Push a toy car down on the floor. | Have learners to say 5 words to express their thoughts of the lesson |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 53 | | |
| **Learning Indicator(s)** | | B3.4.3.1. 1. | | |
| **Performance Indicator** | | Learners can explain ways of conserving energy | | |
| **Strand** | | Our Nation Ghana | | |
| **Sub strand** | | Responsible Use Of Resources | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and  Global Citizenship | | | | |
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| **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)** |
|  | Have learners to listen to  some ghanaian patriotic songs.  Example: Asem Yi Dika.  Have learners sing parts of the song. | | Guide learners, through questions  and answers, to explain energy conservation e.g. the prevention of the wasteful usage of energy.  Guide learners, through think-pair- share, to talk about strategies for energy conservation,  e.g. *• using solar or wind energy instead of petroleum,*   * *making efforts to reduce the consumption of energy (e.g. turning off lights when leaving the room and* * *recycling plastics or paper, using more natural light from the sun).* | What have we learnt today?  Ways of conserving energy.  Have learners write a summary report of the lesson to a classmate who was absent. |
|  | Begin the lesson by sharing a  few jokes with learners.  Make sure to choose jokes that will get learners attention.  Call two learners to share their jokes as well | | Describe conserving energy in their  homes or in the community, using small group drama.  Learners talk about ways of conserving energy, e.g. turning off the light, television, iron and fan after use.  Leaners sing and recite rhymes on how energy can be conserved in the community. | 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. |
|  | Review learners  understanding in the previous lesson using questions and answers.  Engage learners to play games and sing songs to begin the lesson. | | Learners role play how energy can  be conserved in the community.  Learners reflect on what they can do to serve as ambassadors for energy efficiency and energy conservation in their homes and communities | Ask learners questions to  review their understanding of the lesson.  Have learners to say 5 words to express their thoughts of the lesson |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 21 | | |
| **Learning Indicator(s)** | | B3.4.1.1.1: | | |
| **Performance Indicator** | | Discuss God’s promises to humankind | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Roles And Relationships | | |
| **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 | | | | |
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| **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)** |
|  | Have learners to sing some  religious songs they are familiar with.  Invite learners to read the chapters 3&4 of Exodus in the Bible.  Ask learners to talk about the scriptures that have been read. | | Lead learners to identify the  promises God made to humankind: the call of Moses (Musa), etc.  The call of Moses  Moses was born in Egypt by Mother Miriam. He was trained and brought up in a palace by one of King Pharaoh’s wife. On Mount Horeb, God appeared to Moses as a burning bush, revealed to Moses his name Yahweh and commanded him to return to Egypt and bring his chosen people (Israel) out of bondage and into the promise d land, Canaan.  In groups, let learners discuss the call of Moses (Musa).  Let learners present their work to class for discussion.  Let learners role-play the call of Moses (Musa). | Ask learners to talk about  what they have learnt  Use questions and answers to review learners understanding in the lesson. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page 18 | | |
| **Learning Indicator(s)** | | B3.2.5.1.1 | | |
| **Performance Indicator** | | Describe Ghanaian entrepreneurs who have made significant  contributions | | |
| **Strand** | | My Country Ghana | | |
| **Sub strand** | | Some Selected Individuals | | |
| **Teaching/ Learning Resources** | | Pictures of some outstanding entrepreneurs in Ghana | | |
| **Core Competencies:** The use of evidence to appreciate the significance of historical locations help learners  to become critical thinkers and digital literates | | | | |
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| **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)** |
|  | Use questions and answers to  review learners understanding in the previous lesson  Engage learners to sing songs and play games to get them ready for lesson | | Name Ghanaian entrepreneurs  of note e.g. Winifred Tete- Ansah.  Retell the live stories of any of these entrepreneurs from a documentary show.  WINIFRED TETE ANSAH  Winifred Tete Ansah was an innovative businessman in Nigeria and the gold coast. He set up a cooperative so that gold coast cocoa growers could  ,market their own products outside the imperial system. Then he established a bank to finance African-owned businesses such as trade in mahogany, palm oil, and other local commodities. | Ask learners to talk about  what they have learnt  Use questions and answers to review learners understanding in the lesson.  Give learners home task to match names of key individuals along with their quotes. |
|  | Use questions and answers to  review learners understanding in the previous lesson  Engage learners to play games and sing songs to begin the lesson. | | Learners to Identify some of his  contributions to nation development  Let learners talk about how his work inspires them and give reasons.  Learners to talk about their future aspirations and career options.  Give guidance as to how to achieve those aspirations. | Ask learners to talk about  what they have learnt  Use questions and answers to review learners understanding in the lesson |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B3 2.1.1.3 | | |
| **Performance Indicator** | | Study and talk about performing artworks produced or performed in  other African communities that reflect the natural and manmade environments in those areas in Africa | | |
| **Strand** | | Performing Arts | | |
| **Sub strand** | | Thinking and Exploring Ideas | | |
| **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 | | | | |
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| **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 pictures of people  performing the Indlamu dance to learners’  let learners observe and talk about the pictures | | Learners are to study the music,  dance and drama produced or performed in other countries in Africa  Atilogwu Dance of Nigeria. Atilogwu is a traditional spirited youth dance from the Igbo ethnic group of Nigeria that focuses on vigorous body movement and often includes acrobatics.  Have learners examine the resources, elements, instruments available for composing and performing the arts under study and how they are acquired | Ask learners to talk about  what they enjoyed most during the lesson |
|  | Review the previous lesson with  questions and answers | | Invite a resource person to  demonstrate the dance to learners.  Assessment: Learners dance in groups and in turns | Learners observe and  appreciate the performance of others |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 96 | | |
| **Learning Indicator(s)** | | B3.1.10.1.1-3 | | |
| **Performance Indicator** | | Learners can understand instructions and Give directions accurately.. | | |
| **Strand** | | Oral Language (Listening and Speaking) | | |
| **Sub strand** | | Giving & Following Instructions | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **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)** |
|  | Put learners into groups  Write a list of items on the chalkboard by wrongly spelling them and allow students to self- correct them.  Invite one person from each group to write their answers on the board | | Let learners say the letters of  the alphabet.  Instruct some learners to issue an instruction for the rest to carry out the instruction.  Let learners discuss and understand instructions and carry them out. | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Engage learners to play the  crossword game  Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available | | Let learners say the letters of  the alphabet.  Direct some learners to a given place in the school.  Let learners discuss directions, understand and follow directions. | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Have learners to write letter  patterns in the air.  Engage learners to sing songs and dance to it | | Direct some learners to a given  place in the school.  Help learners to give directions accurately to that place. | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 34 | | |
| **Learning Indicator(s)** | | B3.1.10.1.13: | | |
| **Performance Indicator** | | Hand-dribble a ball continuously while moving around obstacles. | | |
| **Strand** | | Motor Skill And Movement Patterns | | |
| **Sub strand** | | Locomotive Skills | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies**: Learners will develop personal skills and core competencies such as agility,  concentration, coordination strength and balance | | | | |
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| **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)** |
|  | Take learners through general  and specific warm ups.  Have learners to watch pictures and videos of the skill to be learnt. | | After warm-ups learners move  from stationary position with balls, bounce and continue bouncing whiles moving through obstacles from one point to other.  Supervise and give corrective feedback.  End lesson with cool down. | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |



### SAMPLE LESSON NOTES-WEEK 3

BASIC THREE

# Fayol Inc.

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### SCHEME OF LEARNING- WEEK 3 BASIC THREE

Name of School………………………………………………….……………………….…………………

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **ENGLISH LANGUAGE** | | |
| **Reference** | | English Language curriculum Page | | |
| **Learning Indicator(s)** | | B3.1.7.1.2. B3.2.7.2.1. B3.4.10.1.2. B3.5.7.1.1. B3.6.1.1.1 | | |
| **Performance Indicator** | | 1. Learners can recognize and relate the sequence of events in stories. 2. Learners can demonstrate understanding of the purpose and features of poems or rhymes and fables. 3. Learners can engage and orient the reader by establishing a context and introducing a narrative. 4. Learners can Identify prepositions in sentences to indicate directions and means. 5. Learners can read a variety of age and level-appropriate books and summarize them. | | |
| **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 | | | | |
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| **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 | Get a viral picture, a trending  news on twitter, Facebook, YouTube and other social media handles.  Discuss what is trending and invite learners to share their opinions on them. | | A.**ORAL LANGUAGE**  (*Listening Comprehension*)  Read a narrative text aloud to learners.  Put learners in groups to identify and talk about the parts of the story (e.g. beginning, middle and end). | Ask learners to tell you what  they have learnt and what they will like to learn in the next lesson  Let learners read and spell the keywords written on the board |
| Tuesday | Engage learners to recite a few  rhymes with actions  **GOOSEY GOOSEY GANDER**  Goosey goosey gander Where shall I wander Upstairs and downstairs And in my lady’s chamber There I met an old man  Who would not say his prayers I took him by the left leg  And threw him down the stairs. | | B.**READING**  (*Comprehension*)  Introduce the lesson with before reading activities, singing, reciting, prediction, etc.  Have learners read a text and identify its purpose and features. Guide them with questions to do this.  Let learners transfer the same ideas to other types of texts.  Use think-pair-share to have learners compare ideas. | Ask learners to tell you what  they have learnt and what they will like to learn in the next lesson  Let learners read and spell the keywords written on the board |
| Wednesday | Engage learners to recite a few  rhymes with actions  **LITTLE TEA POT**  I am a little tea pot | | C.**WRITING**  (*Narrative Writing*)  Narrate a story stressing the setting and the characters for learners to listen. | Ask learners to tell you what  they have learnt and what they will like to learn in the next lesson |

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|  | Standing on the table  This is my handle and this is my spout  If you want a cup of tea, just pour me out x2 | Let learners re-tell the story. They may do so in a chain,  Let learners create and write their own stories. | Let learners read and spell the keywords written on the board |
| Thursday | Engage learners to recite a few  rhymes with actions  **POSI, POSI, POSITION**  Posi, posi, position  To the right position *responds*: posi- posi, position  To the left position *Responds*: posi- posi, position  To the front position posi- posi, posi, position  To the back posi –posi, posi, position  All the four posi- posi, posi, position (4x) | D.**WRITING CONVENTIONS**  **& GRAMMAR USAGE**  (*Using Simple Prepositions*)  Provide sample sentences.  e.g. means  -*We are going home by bus. direction*  *- The monkey is climbing up the tree.*  Guide learners to discover the meaning of the sentences.  Draw learners’ attention to the words as prepositions.  Have learners complete sentences with given prepositions that indicate “means and direction”.  *e.g. Mr. Badu is travelling train.* | Ask learners to tell you what  they have learnt and what they will like to learn in the next lesson  Let learners read and spell the keywords written on the board |
| Friday | Have a variety of age/level-  appropriate books for learners to make a choice from.  Guide learners to select books for readings | E. **EXTENSIVE READING**  Using the Author’s chair, introduce the reading/library time.  Introduce narratives, expository, procedural texts to learners. | Let learners summarize the  books they read to the whole class  Learners draw parts of the stories they read. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 53 | | |
| **Learning Indicator(s)** | | B3.1.2.5.1 | | |
| **Performance Indicator** | | Learners can represent and explain multiplication using equal groupings. | | |
| **Strand** | | Number | | |
| **Sub strand** | | Number Operations | | |
| **Teaching/ Learning Resources** | | Counters, bundle and loose straws base ten cut square, Bundle of sticks | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **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 | Get a viral picture, a trending  news on twitter, Facebook, YouTube and other social media handles.  Discuss what is trending and invite learners to share their opinions on them. | | Guide Learners to make formation of  sets of equal object from a given quantity. For example with 12 straws  Learners make groupings such as:   1. groups of 4 2. groups of 3   2 groups of 6  Assessment: Have learners to solve several examples. | 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 | Engage learners to sing the  song  WE SHALL HAMMER   * We shall hammer with one hammer (learners to show one hand), hammer with one hammer, hammer with one hammer we all do the same. * We shall hammer with two hammers, hammer with two hammers, and hammer with two hammers we all do the same.   (*continue to any desired number*) | | Guide Learners to make formation of  sets of equal object from a given quantity. For example with 20 stars  Learners make groupings such as:  10 groups of 2  5 groups of 4  4 groups of 5  2 groups of 10  Assessment: Have learners to solve several examples. | 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 | Engage learners to play the “I  have…..Who has” game. | | Guide Learners to make formation of  sets of equal object from a given quantity. For example with 12 straws | Ask learners to tell you what  they have learnt and what they will like to learn in the next lesson |





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|  | Give out number cards (from  1-20) to learners at random.  Leaners are to identify numbers based on tally marks, frames, dice, fingers etc.  The first child shouts and mention the number on his card and ask for another number.  Example, I have 5….Who has 9? | Learners make groupings such as:   1. groups of 4 2. groups of 3   2 groups of 6  Assessment: Have learners to solve several examples. | Give learners individual or home task |
| Thursday | Teacher calls out numbers  from 1 to 20  Have learners to write number patterns in the air.  Randomly call learners to write a said number on the board | Guide Learners to make formation of  sets of equal object from a given quantity. For example with 20 stars  Learners make groupings such as:  10 groups of 2  5 groups of 4  4 groups of 5  2 groups of 10  Assessment: Have learners to solve several examples. | 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 |
| Friday | Engage learners to sing the  song  WE CAN COUNT  We class three We can count  We count 1,2,3,4,5  We count 6,7,8,9,10  We class three can count very well. | Guide Learners to make formation of  sets of equal object from a given quantity. For example with 12 straws  Learners make groupings such as:   1. groups of 4 2. groups of 3   2 groups of 6  Assessment: Have learners to solve several examples. | 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 |





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| **Week Ending** | |  | | | | |
| **Class** | | Three | | | | |
| **Subject** | | **SCIENCE** | | | | |
| **Reference** | | Science | | curriculum | Page 59 |  |
| **Learning Indicator(s)** | | B3.4.3.2.1. | | | | |
| **Performance Indicator** | | Learners can demonstrate how to maintain and care for simple machines | | | | |
| **Strand** | | Forces And Energy | | | | |
| **Sub strand** | | Forces And Movements | | | | |
| **Teaching/ Learning Resources** | | Balls, boxes, tables, chairs, plants, balloons, bottle, bottle opener | | | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | | | |
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| **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)** |
|  | Review learners  understanding in the previous lesson using questions and answers.  Engage learners to play games and sing songs to begin the lesson. | | Assemble simple machines commonly  used in the community such as a pair of scissors, knife, bottle opener, tin cutter, and hammer. | | | 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. |
|  | | Have Learners to identify the simple machines provided and talk about their uses. | | |  |
|  | Review learners  understanding in the previous lesson using questions and answers.  Engage learners to play games and sing songs to begin the lesson. | | Engage learners to mention how simple  machines are maintained and stored in their homes.  -*Add and test lubricants frequently*  *-check for signs of wear*  *-always keep machines clean and dry*  *-have a maintenance and repair schedule, and keep good records* | | | Ask learners questions to review  their understanding of the lesson.  Have learners to say 5 words to express their thoughts of the lesson |
|  | Review learners  understanding in the previous lesson using questions and answers.  Engage learners to play games and sing songs to begin the lesson. | | Assist learners to undertake some  basic maintenance practices such as oiling, removing dirt and greasing, using them for the correct purpose, keeping them safe from water, etc. | | | Ask learners questions to review  their understanding of the lesson.  Have learners to say 5 words to express their thoughts of the lesson |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 54 | | |
| **Learning Indicator(s)** | | B3.4.4.1. 1. | | |
| **Performance Indicator** | | Learners can Identify Ghanaian agricultural products | | |
| **Strand** | | Our Nation Ghana | | |
| **Sub strand** | | Farming In Ghana | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global  Citizenship | | | | |
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| **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)** |
|  | Review learners  understanding in the previous lesson using questions and answers.  Engage learners to play games and sing songs to begin the lesson. | | Learners talk about agricultural  products in Ghana and the need to eat our local foods e.g. Ghana chocolate    Learners watch videos and pictures of how Ghanaian chocolate is processed agricultural products. | 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. |
|  | Begin the lesson by sharing a  few jokes with learners.  Make sure to choose jokes that will get learners attention.  Call two learners to share their jokes as well | | Learners talk about agricultural  products in Ghana and the need to eat our local foods e.g. yam, cocoyam, poultry, rice    Learners watch videos and pictures of Ghanaian agricultural products. | Ask learners questions to  review their understanding of the lesson.  Have learners to say 5 words to express their thoughts of the lesson |
|  | Engage learners to play  games and sing songs to begin the lesson. | | Learners talk about reasons why they  should appreciate and use Ghanaian agricultural products,  e.g. to create employment, revenue for government etc. | Ask learners questions to  review their understanding of the lesson.  Have learners to say 5 words to express their thoughts of the lesson |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 21 | | |
| **Learning Indicator(s)** | | B3.4.1.1.2 | | |
| **Performance Indicator** | | Identify the benefits of responding to God’s call. | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Roles And Relationships | | |
| **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 | | | | |
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| **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)** |
|  | Call 2 learners to share a  story with the whole class. Sing songs to begin the lesson | | Discuss with learners the ways we  respond to God’s call: - Prayer, - service to humankind, - caring for the environment, - helping the needy (charity), etc.  In groups, let learners mention the benefits of responding to God’s call:  -blessings from God, -drawing closer to God, - long life, - prosperity, - eternal life, etc.  Guide learners to discuss the benefits of responding to God’s call.  Let learners in their groups, write four benefits of responding to God’s call and present their works for class discussion. | Use questions and answers  to review learners understanding of the lesson  Call learners in to summarize the lesson |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page 18 | | |
| **Learning Indicator(s)** | | B3.2.5.1.1 | | |
| **Performance Indicator** | | Learners can describe Ghanaian entrepreneurs who have made  significant contributions | | |
| **Strand** | | My Country Ghana | | |
| **Sub strand** | | Some Selected Individuals | | |
| **Teaching/ Learning Resources** | | Pictures of some outstanding entrepreneurs in Ghana | | |
| **Core Competencies:** The use of evidence to appreciate the significance of historical locations help learners to  become critical thinkers and digital literates | | | | |
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| **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)** |
|  | Use questions and answers to  review learners understanding in the previous lesson  Engage learners to sing songs and play games to get them ready for lesson, | | Name Ghanaian entrepreneurs of  note e.g. Alhaji Adam Iddrisu  Retell the live stories of any of these entrepreneurs from a documentary show.  Alhaji Adam Iddrisu  In the early 1950’s, Alhaji Adam secured his first contract as a sawn timber supplier to GNTC. He also acquired contracts to cart goods for A.G. Leventies, cocoa for Ghana Cocoa Marketing Board and fertilizer for the ministry of agriculture.  In 1996, he set up the A.A Iddrisu Transport which later became Global Haulage Ltd. As of 2014, Global Haulage operated a total of 388 trucks for various haulage roles. These are made of 271 Articulators and 111 cargo trucks. | Ask learners to talk about  what they have learnt  Use questions and answers to review learners understanding in the lesson.  Give learners home task to match names of key individuals along with their quotes. |
|  | Use questions and answers to  review learners understanding in the previous lesson  Engage learners to play games and sing songs to begin the lesson. | | Learners to Identify some of his  contributions to nation development  Let learners talk about how his work inspires them and give reasons.  Learners to talk about their future aspirations and career options.  Give guidance as to how to achieve those aspirations. | Ask learners to talk about  what they have learnt  Use questions and answers to review learners understanding in the lesson |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B3 1.2.2.3 B3 1.2.3.3 | | |
| **Performance Indicator** | | Learners can create own functional visual artworks using available  materials, tools and methods to express own views that reflect topical issues in Africa | | |
| **Strand** | | Visual 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 | | | | |
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| **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 to sing songs and play  games to get them ready for the lesson  Show pictures of visual artworks to learners for them to observe and talk about them | | Learners are to explore the  local environment to select available materials and tools that are good for making artworks.  Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make clay pot.  Demonstrate and guide learners to make a simple clay pot | Ask learners to talk about  what they have learnt.  Through questions and answers review learners understanding of the lesson |
|  | Learners to sing songs and play  games to get them ready for the lesson | | Allow learners to practice in  groups following the steps provided  Sort out your materials an tools needed to make the pot.  e.g. clay, rollers, scrappers, modeling tools, piercing tool, trimming tool etc.  Ensure that learners use the right methods.  e.g. pinching, coiling and the slab method.  Learners to discuss and compare their artworks to the artworks studied. | Ask learners to talk about  what they have learnt.  Through questions and answers review learners understanding of the lesson |



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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 97 | | |
| **Learning Indicator(s)** | | B3.1.11.1.1-3 | | |
| **Performance Indicator** | | Learners can say the time by the hour, half hour and say the days of  the week and names associated with the days. | | |
| **Strand** | | Oral Language (Listening and Speaking) | | |
| **Sub strand** | | Presentation | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **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 spell some  words, at least 5 in their workbooks.  Make sure the words are level-appropriate words.  Learners to exchange the work among themselves and mark.  Provide feedback where necessary | | Show a clock to learners.  Discuss the use of a clock with learners.  Introduce the hour and minute hands to learners.  Discuss the functions of the hour and minutes hands with learners.  Help learners to tell time by the hour and half hour. E.g. The time is 9 o’clock. The time is 9:30 | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Read out excerpts from  speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches. | | Show a clock to learners and  discuss its function with them.  Revise the functions of the hour and minutes hands with learners.  Help learners to tell time by the hour and minute. E.g. The time is 9:30. The time is 9:15 | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Read out excerpts from  speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches. | | Lead learners to explore a rhyme  with gestures.  Write the names of days of the week on flashcards.  Lead learners to read the names of the days of the week.  Use the flashcards to help learners to recognize names associated with the days of the week. E.g.  Monday, Tuesday, etc. | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 34 | | |
| **Learning Indicator(s)** | | B3.1.11.1.14: | | |
| **Performance Indicator** | | Foot-dribble a ball continuously while traveling and changing direction | | |
| **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,  concentration, coordination strength and balance | | | | |
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| **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)** |
|  | Take learners through  general and specific warm ups.  Have learners to watch pictures and videos of the skill to be learnt. | | Arrange cones or skittles. Learners  dribble a ball in a forward direction using the inside of the foot.  Learners practice. Observe and give them corrective feedback.  Organize a football game. End lesson with cool down. | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |



### SAMPLE LESSON NOTES-WEEK 4

BASIC THREE

# Fayol Inc.

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## SCHEME OF LEARNING- WEEK 4 BASIC THREE

Name of School………………………………………………….……………………….…………………

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| **Week Ending** | |  | | | | | | |
| **Class** | | Three | | | | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | | | | |
| **Reference** | | English Language curriculum Page | | | | | | |
| **Learning Indicator(s)** | | B3.1.7.1.3. | | B3.2.7.2.1. | B3.4.10.1.2. | B3.5.7.1.1. | | B3.6.1.1.1 |
| **Performance Indicator** | | 1. Learners can share facts from information texts heard with a partner,   groups or the teacher.   1. Learners can demonstrate understanding of the purpose and features of poems or rhymes and fables, etc. 2. Learners can engage and orient the reader by establishing a context and introducing a narrative. 3. Learners can Identify prepositions in sentences to indicate directions and means. 4. Learners can read a variety of age and level-appropriate books and summarize them | | | | | | |
| **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 | | | | | | | | |
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| **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 | Engage learners to play some  phonic games. Example:  Write or print vocabulary words on cards with numbers on them. Paste these cards randomly on the classroom wall.  Put learners in groups and ask them to make a list of the words. The group with the most words wins. | | A.**ORAL LANGUAGE**  (*Listening Comprehension Pg.76*)  Read an informational text aloud to learners using the KWL Strategy.  While you read the text, pause often to give the children the chance to share what they have learned or answer the questions they have asked before reading.  After the reading, have learners share what they have learned. Put learners in groups to share facts from the text heard. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Tuesday | Have learners to the  alphabet song and dance to it.  Have them perform the action for each letter sound. | | B.**READING**  (*Comprehension Pg 87*)  Introduce the lesson with before reading activities, singing, reciting, prediction, etc.  Have learners read a text and identify its purpose and features. Guide them with questions to do this.  Let learners transfer the same ideas to other types of texts. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |

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|  |  | Use think-pair-share to have learners  compare ideas. |  |
| Wednesday | Have learners spell two  letter words in their books or orally.  Write all the words on the board for learners to read and spell the aloud. | C.**WRITING**  (*Narrative Writing*)  Narrate a story stressing the setting and the characters for learners to listen.  Let learners re-tell the story. They may do so in a chain.  Let learners create and write their own stories | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Thursday | Teacher calls out different  actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc. | D.**WRITING CONVENTIONS**  **& GRAMMAR USAGE**  (*Using Simple Prepositions*)  Provide sample sentences.  e.g. means  -*We are going home by bus. direction*  *- The monkey is climbing up the tree.*  Guide learners to discover the meaning of the sentences. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
|  |  | Draw learners’ attention to the words as prepositions. |  |
|  |  | Have learners complete sentences with given prepositions that indicate “means and direction”.  *e.g. Mr. Badu is travelling train.* |  |
| Friday | Have a variety of age/level-  appropriate books for learners to make a choice from.  Guide learners to select books for readings | E. **EXTENSIVE READING**  Using the Author’s chair, introduce the reading/library time.  Introduce narratives, expository, procedural texts to learners. | Let learners summarize the  books they read to the whole class  Learners draw parts of the stories they read. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 54 | | |
| **Learning Indicator(s)** | | B3.1.2.5.2 | | |
| **Performance Indicator** | | Learners can represent and explain multiplication using rectangular arrays. | | |
| **Strand** | | Number | | |
| **Sub strand** | | Number Operations | | |
| **Teaching/ Learning Resources** | | Counters, bundle and loose straws base ten cut square, Bundle of sticks | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **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 | Ask learners to draw two  smileys to express how they feel that moment.  Have learners to present their smileys to whole class for discussion. | | Guide learners to use rectangular arrays to  solve multiplication questions.  e.g. To find 2 × 3 = ?  Learners arrange 2 straws vertically (legs) and put across it with 3 horizontal ones (arms).  Learners count the number of intersections.        Learners model different multiplication sentences by drawing vertical lines to represent the legs and horizontal lines across them to represent the arms and then count the number of intersections as the product. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Tuesday | Engage learners in the  “Jump Counting” game Have learners count while jumping with each count. Challenge them to count by twos, fives, or tens! | | Develop and build the multiplication chart (up  to 9 x 9) and have learners practice reading the chart    Call learners randomly to answer some multiplication facts. The answer should be | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |

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|  |  | given within a given duration to make it more  fun. |  |
| Wednesday | Let learners draw a picture  of a favorite place in the world.  Then write five or more words that remind them of that place.  Have learners to paste their drawings on the classroom wall to create a gallery. | Guide Learners to model multiplication facts  on the number line.  e.g. to find 3 x 4 =?  This can also be read as 3 groups of 4.    e.g. to find 2 x 3= ?  This can also be read as 2 groups of 3. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
|  |  | 0 1 2 3 4 5 6 7 8 9 10 |  |
|  |  |  |  |
| Thursday | Engage learners to cut out  some 2D shapes at your start signal.  Have learners to paste the cut outs on the classroom wall | 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 pair of dice and mark (or cover) the product made in a throw with his/her marker (or counter). | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Friday | Play games and sing songs  to begin the lesson.  Have learners to solve some examples to review their understanding of the previous lesson | Learners find doubles of given numbers and  skip count in 3, 4, and 5.  Engage learners in activities to find the doubles of numbers.  e.g. double of 4 is 8  Double of is 10 Double of is 12 | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
|  |  | Draw a 30-number grid and let learners jump and skip count of 3, 4 and 5 |  |
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| **Week Ending** | | |  | |
| **Class** | | | Three | |
| **Subject** | | | **SCIENCE** | |
| **Reference** | | | Science curriculum Page | |
| **Learning Indicator(s)** | | | B3.5.1.1.1 | |
| **Performance Indicator** | | | Learners can describe ways of keeping the environment clean | |
| **Strand** | | | Humans And The Environment | |
| **Sub strand** | | | Personal Hygiene And Sanitation | |
| **Teaching/ Learning Resources** | | | Brooms, mops, dusters and detergents | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **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)** |
|  | Have learners to write  answers for the following questions on sheet of papers.  Write any 4 cleaning equipment you use in your homes. | Provide samples of common cleaning  equipment such as brooms, mops, dusters and detergents    Begin by asking learners this question: What do you do to keep the home and school clean? | | Ask learners to write or  say 10 words to express their thoughts of the lesson. |
|  | Learners brainstorm in groups to come out with the different ways of keeping the home and school clean | |  |
|  | Learners present their ideas to class and compose a song on cleanliness. | |  |
|  | Review learners  understanding in the previous lesson using questions and answers  Engage learners to play games and sing songs to begin the lesson. | Provide samples of common cleaning  equipment such as brooms, mops, dusters and detergents    Begin by asking learners this question: What do you do to keep the home and school clean? | | 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. |
|  | Learners brainstorm in groups to come out with the different ways of keeping the home and school clean | |  |

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|  |  | Learners present their ideas to class and compose a song on cleanliness. |  |
|  | Read a short story to  learners.  Ask learners to answer a few questions on the story.  Call two learners at random to summarize the story. | Provide samples of common cleaning  equipment such as brooms, mops, dusters and detergents    Begin by asking learners this question: What do you do to keep the home and school clean? | Divide the class into two  teams. One player serves a question and choses a player in the other group to answer. |
|  | Learners brainstorm in groups to come out with the different ways of keeping the home and school clean |  |
|  | Learners present their ideas to class and compose a song on cleanliness. |  |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 54 | | |
| **Learning Indicator(s)** | | B3.4.4.1. 1. | | |
| **Performance Indicator** | | Learners can identify Ghanaian agricultural products | | |
| **Strand** | | Our Nation Ghana | | |
| **Sub strand** | | Farming In Ghana | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and  Global Citizenship | | | | |
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| **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)** |
|  | Review learners  understanding in the previous lesson using questions and answers.  Engage learners to play games and sing songs to begin the lesson. | | Learners talk about agricultural  products in Ghana and the need to eat our local foods e.g. grains    Learners watch videos and pictures of how Ghanaian chocolate is processed agricultural products. | 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. |
|  | Begin the lesson by sharing a  few jokes with learners.  Make sure to choose jokes that will get learners attention.  Call two learners to share their jokes as well | | Learners talk about agricultural  products in Ghana and the need to eat our local foods e.g. yam, cocoyam, poultry, rice    Learners watch videos and pictures of Ghanaian agricultural products. | Ask learners questions to  review their understanding of the lesson.  Have learners to say 5 words to express their thoughts of the lesson |
|  | Engage learners to play  games and sing songs to begin the lesson. | | Learners talk about reasons why they  should appreciate and use Ghanaian agricultural products,  e.g. to create employment, revenue for government etc. | Ask learners questions to  review their understanding of the lesson.  Have learners to say 5 words to express their thoughts of the lesson |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 21 | | |
| **Learning Indicator(s)** | | B3.4.1.1.2 | | |
| **Performance Indicator** | | Learners can identify the benefits of responding to God’s call. | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Roles And Relationships | | |
| **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 | | | | |
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| **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 sing songs, tell stories,  and recite poems and rhymes on personal hygiene.  Review with learners the previous lesson by asking them a few question to answer. | | Discuss with learners the ways  we respond to God’s call: - Prayer, - service to humankind, - caring for the environment, - helping the needy (charity), etc.  In groups, let learners mention the benefits of responding to God’s call: -blessings from God,  -drawing closer to God, - long life, - prosperity, -eternal life, etc.  Guide learners to discuss the benefits of responding to God’s call.  Let learners in their groups, write four benefits of responding to God’s call and present their works for class discussion. | Have learners to write  some interesting facts or terms on a sheet of paper, put it in their pockets and learn it on their way home.  Call learners at random to summarize the important points of the lesson.  Give learners task to complete at home. |

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| **Week Ending** | |  | | | | | |
| **Class** | | Three | | | | | |
| **Subject** | | **HISTORY** | | | | | |
| **Reference** | | History curriculum Page 19 | | | | | |
| **Learning Indicator(s)** | | B3.3.1.1.1 | | | | | |
| **Performance Indicator** | | Learners can describe how the Europeans settled on the Gold Coast,  including forming alliances with the local chiefs | | | | | |
| **Strand** | | Europeans in Ghana | | | | | |
| **Sub strand** | | Arrival of Europeans | | | | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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 | | | | | | | |
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| **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 spell some  words, at least 5 in their workbooks.  Make sure the words are level-appropriate words.  Learners to exchange the work among themselves and mark.  Provide feedback where necessary. | | Learners to Identify the European  countries whose citizens came and settled in Ghana.  e.g. Portugal, Britain, France, Sweden, Germany, (Brandenburg) Denmark, Norway, Netherlands | | | | Have learners to write some  interesting facts or terms on a sheet of paper, put it in their pockets and learn it on their way home.  Call learners at random to summarize the important points of the lesson.  Give learners task to complete at home. |
|  | Countries | Citizens |  |
| Portugal | Portuguese |
| Britain | British |
| France | French |
| Sweden | Swedes |
| Germany | Germans |
| Denmark | Danes |
| Norway | Norwegians |
| Netherlands | Dutch |
|  | Engage learners to help the  farmer in his daily works. | | Through documentary slides, guide  learners to identify which of the Europeans came to the country.  PORTUGAL  The first European country to come to our land was Portugal. They were led by Prince Henry the Navigator. They arrived in the country in the year 1471. They built the castle of Elmina, where they traded in gold and slaves.  BRITAIN  The British arrived in gold coast in 1554. They were led by captain Widham and his men. They had enough gold from Gold coast and because of this in the following year, they sent another ship. The captain of the ship was john lock. | | | | Have learners to write some  interesting facts or terms on a sheet of paper, put it in their pockets and learn it on their way home.  Call learners at random to summarize the important points of the lesson.  Give learners task to complete at home. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B3 2.2.2.3 B3 2.2.3.3 | | |
| **Performance Indicator** | | Learners can create own music, dance and drama performances using  available instruments, resources and methods to express own views that reflect topical issues in other Africa communities | | |
| **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 | | | | |
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| **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 songs using your phone or  a music box.  Call learners to show some dance moves and dance to the songs | | In the previous lesson we learnt  how the “Atilogwu” dance reflect the lives and culture of the people of Igbo in Ghana.  Guide learners to create own dance moves to reflect their culture.  Guide learners to pick a piece of music for the dance.  e.g. a circular music, gospel music, etc.  Guide learners to determine the style and plan the dance | Ask learners to talk about  what they have learnt.  Through questions and answers review learners understanding of the lesson |
|  | Play songs using your phone or  a music box.  Call learners to show some dance moves and dance to the songs | | Show learners a video or  pictures of the dance you want to teach.    Demonstrate the dance moves to learners as they observe.  Have learners practice the moves in a formation dance | Ask learners to tell you  what they have learnt and what they will like to learn in the next lesson  Learners to tell the part of the lesson that interest them most. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 101 | | |
| **Learning Indicator(s)** | | B3.2.6.1.1-2 | | |
| **Performance Indicator** | | Learners can answer questions based on passage read | | |
| **Strand** | | Oral Language (Listening and Speaking) | | |
| **Sub strand** | | Listening Comprehension | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **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)** |
|  | Put learners into groups of two.  The teacher writes a letter in the air.  Learners makes the letter sound and tell the teacher the sound that has been written.  Learners sing songs to begin the lesson | | Let learners say the letters of  the alphabet as a group and then individually.  With correct pronunciation and tone read texts aloud.  Let learners read the text in turns.  Ask questions based on the text read for learners to answer. | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Teacher mentions a word, e.g.  cat  Learners write its rhyming word  Sing songs and recite familiar rhymes in relation to the lesson  Learners sing songs to begin the lesson | | Let learners say the letters of  the alphabet as a group and then individually.  Give textbooks to learners.  Lead learners to read the text on a given page as a group and individually.  Ask questions based on the text they have read for them to answer | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Share jokes with learners  e.g. A man returns a book to the library, banged it on the counter and yelled, “I read this entire novel, there are too many names of people and no story at all!”  The Librarian looks up and responds, “idiot! So you were the one who took the Attendance book?” | | Let learners say the letters of  the alphabet as a group and then individually.  Give textbooks to learners.  Lead learners to read the text on a given page as a group and individually.  Ask questions based on the text they have read for them to answer | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 35 | | |
| **Learning Indicator(s)** | | B3.1.12.1.15: | | |
| **Performance Indicator** | | Learners can clap, sing and dance to a rhythm | | |
| **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,  concentration, coordination strength and balance | | | | |
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| **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)** |
|  | Put learners into groups. Have  learners role-play one of their best adverts on TV.  Sit down and have fun. The group with the best shows wins. | | Learners clap, sing and dance to  a rhythm.  Emphasis on coordination in clapping to the beat and coordination dancing.  Give learners corrective feedback to improve their coordination.  Allow them to progress at their own pace with fun and enjoyment | Have learners to write  some interesting facts or terms on a sheet of paper, put it in their pockets and learn it on their way home.  Call learners at random to summarize the important points of the lesson.  Give learners task to complete at home. |



### SAMPLE LESSON NOTES-WEEK 5

BASIC THREE

# Fayol Inc.

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## SCHEME OF LEARNING- WEEK 5 BASIC THREE

Name of School………………………………………………….……………………….…………………

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **ENGLISH LANGUAGE** | | |
| **Reference** | | English Language curriculum Page | | |
| **Learning Indicator(s)** | | B3.1.8.1.1. B3.2.7.2.2 B3.4.12.1.1. B3.5.9.1.1. B1.6.1.1.1 | | |
| **Performance Indicator** | | 1. Learners can ask and answer questions for clarifications about given topics 2. Learners can respond to stories with own opinion and value judgment 3. Learners can describe places in a coherent paragraph 4. Learners can identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences 5. Learners can read a variety of age and level-appropriate books and summarize them | | |
| **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 | Ask learners to draw a  conversation strip with your friend featuring yourself as the main character.  Include speech bubbles and/or captions.  The conversation should center on what you did after school. | | A.**ORAL LANGUAGE**  (*Asking and Answering Questions*)  Let learners select topics of interest for discussion.  Put learners in groups and have them ballot for topics.  Let members of each group discuss topics respecting rules of conversation.  Encourage learners to ask and answer questions for clarifications on issues raised in their discussion | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Tuesday | Ask learners to draw two  smileys to express how they feel that moment.  Have learners to present their smileys to whole class for discussion. | | B.**READING**  (*Comprehension*)  Have learners give their personal opinions and judgment to stories (events, setting, characters and their actions) read or heard | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Wednesday | Have learners to write a  list of 10 things they would buy if they won a million cedis.  Let learners present their list to the whole class for discussion. | | C.**WRITING**  (Descriptive Writing)  Have learners recall periods, times or moments that they had been happy or sad. Discuss personal experiences with learners. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |

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|  |  | Guide them to state categorically some  personal experiences they have encountered in their lives.  Have learners share their experiences using simple descriptive words. Discuss lessons learnt from the experiences shared. |  |
| Thursday | Ask learners to write a  list of 10 things they would do if they could fly.  Let learners present their list to the whole class for discussion. | D.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Using Simple and Compound Sentences*)  Demonstrate the structure of a compound sentence by joining simple sentences with **and**.  Have learners identify the coordinating conjunction in the sentence.  Put learners in groups to form simple sentences.  Have groups join the simple sentences with **and** and **but**. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Friday | Have a variety of  age/level-appropriate books for learners to make a choice from.  Guide learners to select books for readings | E. **EXTENSIVE READING**  Using the Author’s chair, introduce the reading/library time.  Introduce narratives, expository, procedural texts to learners. | Let learners summarize the  books they read to the whole class  Learners draw parts of the stories they read. |

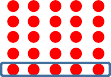
|  |  |  |
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| Simple  Sentence | Conjunction | Compound  Sentence |
| The boy  woke up  The boy prayed | and | The boy  woke up and prayed |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 55 | | |
| **Learning Indicator(s)** | | B3.1.2.6.1 | | |
| **Performance Indicator** | | Learners can use concrete and pictorial representations to explain division as  equal sharing or repeated subtraction. | | |
| **Strand** | | Number | | |
| **Sub strand** | | Number Operations | | |
| **Teaching/ Learning Resources** | | Counters, bundle and loose straws base ten cut square, Bundle of sticks | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **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 | Engage learners to sing  songs and recite some familiar rhymes they know | | Guide learners to explain division as equal  sharing.  e.g. provide 6 ice creams and invite three pupils to share them. | Give learners task to  complete whiles you go  round to guide those who don’t understand. |
|  | **Early to Bed**  Early to bed and early to rise  Makes a man, healthy, wealthy and  wise. | | After sharing, each child gets two of the ice cream.  Mathematically we can say that  6 3 = 2 | Give remedial learning to those who special help. |
|  |  | | Assessment: Have learners practice with more examples |  |
| Tuesday | Play games and sing some  action songs to begin the class | | Guide learners to explain division as equal  sharing.  e.g. Give a quantity of straws. For instance 12, and invite 4 learners to share equally among themselves by picking one at a time in turns until all straws are finished and then asking each learner to count and tell the number of straws they received.  12 4 = 3 | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
|  |  | | e.g. display 8 can drinks and invite four pupils to share them |  |
|  |  | | Assessment: Have learners practice with more examples |  |



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| Wednesday | Have learners to sing songs  and recite familiar rhymes  LITTLE FINGER  Little finger, little finger where are you,  Here am I, here am I, how do you do | Guide learners to explain division as equal  sharing.  e.g. have learners to determine the number of carrots each rabbit gets after sharing.    e.g.Have learners to determine the number of bones each dog gets after sharing. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Thursday | Have learners to sing songs  and recite familiar rhymes | Guide learners to explain division as  repeated subtraction. | Give learners task to  complete whiles you go round to guide those who |
|  | LITTLE FINGER | Repeated subtraction is a method of | don’t understand. |
|  | Little finger, little finger | subtracting the equal number of items from |  |
|  | where are you, | a larger group until the remainder is zero. | Give remedial learning to |
|  | Here am I, here am I, how do you do | e.g. if there are 25 balls and we want to form a group of 5 balls each. | those who special help. |
|  |  | 25 20 15 |  |
|  |  | -5 -5 -5 |  |
|  |  | 20 15 10 |  |
|  |  |  |  |
|  |  | 10 5 |  |
|  |  | -5 -5    5 0 |  |
|  |  | Here the number 5 has repeatedly |  |
|  |  | subtracted 5 times. We can say the number |  |
|  |  | 5 has been subtracted 5 times from 25. So |  |
|  |  | we can write this as |  |
|  |  | 25 5 = 5 |  |
|  |  | Assessment: Have learners practice with |  |
|  |  | more examples |  |
| Friday | Have learners to sing songs  and recite familiar rhymes  LITTLE FINGER  Little finger, little finger where are you,  Here am I, here am I, how do you do | Guide learners to explain division as  repeated subtraction.  e.g. there are 10 stars. How many groups of 5 stars in each can be formed?  here we are supposed to make 2 groups of  5. So by subtraction, we subtract the first 5 stars.  10 2 = 5 | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
|  |  | Assessment: Have learners practice with more examples. |  |





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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **SCIENCE** | | |
| **Reference** | | Science curriculum Page | | |
| **Learning Indicator(s)** | | B3.5.1.1.1 | | |
| **Performance Indicator** | | Learners can describe ways of keeping the environment clean | | |
| **Strand** | | Humans And The Environment | | |
| **Sub strand** | | Personal Hygiene And Sanitation | | |
| **Teaching/ Learning Resources** | | Brooms, mops, dusters and detergents | | |
| **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)** |
|  | Engage learners to sing  some action songs  SHOW ME  Show me your head oo, This is my head oo.  Show me your eyes oo, This is my eyes oo. Etc. | | Brainstorm learners on the ways of  keeping the environment clean.  Present learners’ ideas on the writing board and reshape learners’ ideas by providing more details on different ways of keeping the environment.  E.g. sweeping, weeding, scrubbing, etc.  Learners draw pictures showing ways of keeping the environment clean. | 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. |
|  | Get a viral picture, a  trending news on twitter, Facebook, YouTube and other social media handles.  Discuss what is trending and invite learners to share their opinions on them | | Lead learners to discuss the  importance of keeping the environment clean.  Let learners role play the importance of keeping the environment clean. | Divide the class into two  teams. One player serves a question and choses a player in the other group to answer. |
|  | Ask learners questions to  review their understanding in the previous lesson | | Engage learners in an activity to  clean selected parts of the school environment  Learners must use nose masks when sweeping or dusting | Ask learners to write or say  10 words to express their thoughts of the lesson. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 55 | | |
| **Learning Indicator(s)** | | B3.5.1.1. 1. | | |
| **Performance Indicator** | | Learners can describe the location of Ghana and her neighboring  countries | | |
| **Strand** | | My Global Community | | |
| **Sub strand** | | Our Neighboring Countries | | |
| **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)** |
|  | Flash letter cards to learners for  them to pronounce some key words in the lesson.  Ask pupils to spell and write the words in the books | | Learners locate Ghana’s  neighbors on a map of West Africa using the idea of the cardinal points  Learners compose a song/rhyme on Ghana and her neighbors | Ask learners to tell the  class what they have learnt.  Call learners in turns summarize the lesson |
|  | Get a viral picture, a trending  news on twitter, Facebook, YouTube and other social media handles.  Discuss what is trending and invite learners to share their opinions on them | | Have learners watch Ghana’s  neighboring countries on a map or the globe.  Learners describe Ghana’s neighboring countries e.g. Togo stretches from the North to the South on the eastern part, La Cote d’Ivoire stretches from the North to the South on the western part, Burkina Faso joins the northern part of Ghana.  Note: Ghana shares boundaries with the three countries. In the south is the Atlantic Ocean | 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. |
|  | Flash letter cards to learners for  them to pronounce some key words in the lesson.  Ask pupils to spell and write the words in the books | | Learners to draw and color  ghana and her immediate neighbors.  Have learners present their drawings to the whole class for appreciation and to create a gallery. | Ask learners to tell the  class what they have learnt.  Call learners in turns summarize the lesson |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 22 | | |
| **Learning Indicator(s)** | | B3.4.1.1.3 | | |
| **Performance Indicator** | | Learners can identify moral lessons learnt from responding to God’s  call. | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Roles And Relationships | | |
| **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 | | | | |
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| **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)** |
|  | Share stories about god with  learners.  Let learners tell you parts of the story that interest them most.  Have learners to relate to the story | | Let learners discuss moral  lessons derived from responding to God’s call.  Lead learners to mention the moral lessons they learnt from responding to God’s call: obedience, respect, sacrifice, commitment, reverence for God, humility, etc.  Using the sacred scriptures, let learners dramatize moral activities such as humility, obedience, reverence, commitment, respect, honoring promises, etc. | 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. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page 19 | | |
| **Learning Indicator(s)** | | B3.3.1.1.1 | | |
| **Performance Indicator** | | Learners can describe how the Europeans settled on the Gold Coast,  including forming alliances with the local chiefs | | |
| **Strand** | | Europeans in Ghana | | |
| **Sub strand** | | Arrival of Europeans | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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 | | | | |
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| **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  some patriot songs they are familiar with.  Example: Arise Ghana Youth.  Ask learners questions about what they know about Ghana.  Example:  Who is the president of Ghana?  When did Ghana gained her independence? | | Through documentary slides, guide  learners to identify which of the Europeans came to the country.  NETHERLAND  By 1598, the Dutch also arrived in the gold coast to trade. They built forts along the coastal areas, notable among them being the Dutch fort at Komenda. In 1637 they captured the Elmina castle from the Portuguese and in 1642 captured fort St. Anthony in Axim.  DENMARK  The people of Denmark also came into the country to trade. The Danes arrived in the year 1642. The Danes built the Christiansburg castle now known as the Osu castle. | 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 |
|  | Review the previous lesson  with learners through questions and answers.  Let learners sing songs and recite rhymes. Ensure that all learners take part in it. | | Let learners arrange the Europeans  which they came to Ghana in the order which they came (starting with those who came first) | 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 |

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| Country | People | Year |
| Portugal | Portuguese | 1471 |
| Britain | British | 1553 |
| Holland | Dutch | 1595 |
| Denmark | Danes | 1642 |
| Sweden | Swedes | 1647 |
| Germany | Germans | 1682 |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B3 1.3.4.3 B3 1.3.5.3 | | |
| **Performance Indicator** | | Learners can display own visual artworks to share creative experiences based  on ideas that reflect topical issues in other African communities | | |
| **Strand** | | Visual Arts | | |
| **Sub strand** | | Displaying and Sharing | | |
| **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 | | | | |
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| **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 or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.  Ask learners to talk about parts of the video or pictures that interest them. | | Art exhibition may present or  showcase paintings, drawings, drama, music, dance performance by individuals artists, groups of artists.  Guide learners to plan for the exhibition by:   * *fixing a date* * *selecting a venue* * *inviting an audience*   Brainstorm to agree on a theme for the exhibition (e.g. Healthy living);  Select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance | 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. | | Decide on mode of display, e.g.  hanging, draping, spreading;  Plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date);  Clean and prepare the hall and its environment and make it ready for the exhibition;  Plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc. | Use series of questions and  answers to review learners understanding of the lesson.  Call learners in turns to summarize the lesson |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 102 | | |
| **Learning Indicator(s)** | | B3.2.7.1.1-2 | | |
| **Performance Indicator** | | Learners can read short and longer sentences and passages/text | | |
| **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 | | | | |
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| **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)** |
|  | Flash letter cards to learners  for them to make its sounds. Ask pupils to write some letters in the air as you mention them | | Let learners say the letters of the  alphabet as a group and then individually.  Write long sentences on a card.  Show the card with the sentences to learners. Read aloud the long sentences.  Let learners read longer sentences as a group and the individually | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Have learners to write letter  patterns in the air.  Engage learners to sing songs and dance to it | | Let learners say the letters of the  alphabet as a group and then individually.  Write a short passage on a card.  Show the card to learners. Read aloud the long passage.  Let learners read the short passage as a group and the individually.  Ask learners questions based on the short passage read for them to answer | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Flash letter cards to learners  for them to make its sounds. Ask pupils to write some letters in the air as you mention them | | Let learners say the letters of the  alphabet as a group and then individually.  Write a short passage on a card.  Show the card to learners. Read aloud the long passage.  Let learners read the short passage as a group and the individually.  Ask learners questions based on the short passage read for them to answer | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 35 | | |
| **Learning Indicator(s)** | | B3.1.12.1.16: | | |
| **Performance Indicator** | | Learners can demonstrate the difference between a jog and a run, a  hop and a jump, and a gallop and a slide. | | |
| **Strand** | | Motor Skill And Movement Patterns | | |
| **Sub strand** | | Rhythmic Skills | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies**: Learners will develop personal skills and core competencies such as agility,  concentration, coordination strength and balance | | | | |
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| **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)** |
|  | Let learners jog within a  demarcated area to warm up their bodies  Show learners pictures or videos depicting the skill to be learnt. | | Learner demonstrate jogging  and running and compare their similarities and differences.  Do same for other hop and jump as well as gallop and slide.  Demonstrate to confirm the similarities and differences. | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |



### SAMPLE LESSON NOTES-WEEK 6

BASIC THREE

# Fayol Inc.

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## SCHEME OF LEARNING- WEEK 6 BASIC THREE

Name of School………………………………………………….……………………….…………………

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **ENGLISH LANGUAGE** | | |
| **Reference** | | English Language curriculum Page | | |
| **Learning Indicator(s)** | | B3.1.8.1.2. B3.2.7.2.3. B3.4.12.1.1. B3.5.9.1.1. B1.6.1.1.1 | | |
| **Performance Indicator** | | 1. Learners can use appropriate pronunciation and intonation in asking and   answering the inversion questions   1. Learners can use visualization strategy (form mental images when reading text) to enhance understanding of level-appropriate texts 2. Learners can describe places in a coherent paragraph 3. Learners can identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences 4. Learners can read a variety of age and level-appropriate books and summarize them | | |
| **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 | | | | |
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| **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 | Engage learners to sing songs  and play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson. | | A.**ORAL LANGUAGE**  (*Asking and Answering Questions*)  Let learners, in pairs, ask and answer questions on given issues.  Revise inversion questions with learners. e. g. He is going.—Is he going?  Guide learners to use appropriate pronunciation and intonation in asking and answering the inversion type of questions.  Let learners write answers to inversion type of questions on their own | Give learners task to  complete while you go round the class to support those who might need extra help. |
| Tuesday | Engage learners to sing songs  and play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson | | B.**READING**  (*Comprehension*)  Have learners play simple mental or guessing games like Bingo and matching games.  Guide learners to form mental images as they read a text, to help them make meaning from the text | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Wednesday | Have learners to describe  the picture in three sentence. | | C.**WRITING**  (*Descriptive Writing*)  Have learners recall periods, times or moments that they had been happy or sad. | Give learners task to  complete while you go round the class to support those who might need extra help. |

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|  |  | Discuss personal experiences with  learners.  Guide them to state categorically some personal experiences they have encountered in their lives.  Have learners share their experiences using simple descriptive words.  Discuss lessons learnt from the experiences shared.  Have learners write experiences shared logically and sequentially.  e.g. about interesting places they have visited | Have learners to read and  spell some of the keywords in the lesson |
| Thursday | Ask learners to write a list of  10 things they would do if they could fly.  Let learners present their list to the whole class for discussion. | D.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Using Simple and Compound Sentences*)  Demonstrate the structure of a compound sentence by joining simple sentences with **and**.  Have learners identify the coordinating conjunction in the sentence.  Put learners in groups to form simple sentences.  Have groups join the simple sentences with **and** and **but**. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Friday | Have a variety of age/level-  appropriate books for learners to make a choice from.  Guide learners to select books for readings | E. **EXTENSIVE READING**  Using the Author’s chair, introduce the reading/library time.  Introduce narratives, expository, procedural texts to learners. | Let learners summarize the  books they read to the whole class  Learners draw parts of the stories they read. |

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| Simple  Sentence | Conjunction | Compound  Sentence |
| The boy  woke up  The boy prayed | and | The boy  woke up and prayed |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 55 | | |
| **Learning Indicator(s)** | | B3.1.2.6.3 | | |
| **Performance Indicator** | | Learners can use concrete and pictorial representation to explain  division as inverse of multiplication | | |
| **Strand** | | Number | | |
| **Sub strand** | | Number Operations | | |
| **Teaching/ Learning Resources** | | Counters, bundle and loose straws, Bundle of sticks | | |
| **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 | Engage learners to  complete the pattern. Which shape comes next?  Draw it | | Explain that division can be carried  out as an inverse of multiplication by the following process:  For example, to solve 12 ÷ 3. Write:  12 ÷ 3 = What? Which means 3 ×  What? = 12 | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
|  |  | | Learners use the multiplication chart to identify the number which multiplies 3 to obtain 12. Learners choose the number as the answer to the problem  That is 12 ÷ 3 = 4 |  |
| Tuesday | Have learners to match  the shapes. | | Explain that division can be carried  out as an inverse of multiplication by the following process:  For example, to solve 21 ÷ 7. Write:  21 ÷ 7= What? Which means 7 ×  What? = 21  Learners use the multiplication chart to identify the number which multiplies 7 to obtain 21. Learners choose the number as the answer to the problem  That is 21 ÷ 7 = 3 | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Wednesday | Engage learners to draw  the circles and shade any      three. | | Explain that division can be carried  out as an inverse of multiplication by the following process:  For example, to solve 16 ÷ 4. Write:  16 ÷ 4 = What? Which means 4 ×  What? = 16 | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
|  |  | | Learners use the multiplication chart to identify the number which multiplies 4 to obtain 16. Learners |  |

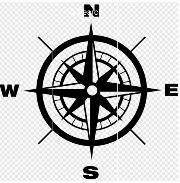
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|  |  | choose the number as the answer to  the problem  That is 16 ÷ 4 = 4 |  |
| Thursday | Engage learners to count  the dots and write each number beside | Explain that division can be carried  out as an inverse of multiplication by the following process:  For example, to solve 18 ÷ 3. Write:  18 ÷ 3 = What? Which means 3 ×  What? = 18 | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
|  |  | Learners use the multiplication chart to identify the number which multiplies 3 to obtain 18. Learners choose the number as the answer to the problem  That is 18 ÷ 3 = 6 |  |
| Friday | Engage leaners to sing the  song  WE CAN COUNT  We class three We can count  We count 1,2,3,4,5  We count 6,7,8,9,10  We class three can count very well. | Explain that division can be carried  out as an inverse of multiplication by the following process:  For example, to solve 20 ÷ 4. Write:  20 ÷ 4= What? Which means 4×  What? = 20  Learners use the multiplication chart to identify the number which multiplies 4 to obtain 20. Learners choose the number as the answer to the problem  That is 20 ÷ 4= 5 | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |

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| **Week Ending** | |  | | | |
| **Class** | | Three | | | |
| **Subject** | | **SCIENCE** | | | |
| **Reference** | | Science | curriculum | Page 60 |  |
| **Learning Indicator(s)** | | B3.5.2.1.1 | | | |
| **Performance Indicator** | | Learners can know how common skin diseases can be prevented | | | |
| **Strand** | | Humans And The Environment | | | |
| **Sub strand** | | Diseases | | | |
| **Teaching/ Learning Resources** | | Pictures and videos depicting some common skin diseases | | | |
| **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)** |
|  | Get a viral picture, a  trending news on twitter, Facebook, YouTube and other social media handles.  Discuss what is trending and invite learners to share their opinions on them | Ask learners to pantomime or act out  how they bath and talk about how regular bathing can prevent skin diseases.  Learners watch pictures and videos on common skin diseases and their prevention. | | | Ask learners to tell the class  what they have learnt.  Call learners in turns summarize the lesson |
|  | Ask learners questions to  review their understanding in the previous lesson | Learners engaged to discuss and name  some common skin diseases i.e. rashes, eczema, ringworm.      Learners share their personal experiences or stories on getting skin infections. | | | 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. |
|  | Have learners share what  is going on in their lives.  You and your learners might talk about plans for the weekends. | Discuss how common skin diseases can  be prevented and let learners present their answers.  Re-shape learners' ideas, stressing that it is good to seek medical attention to stop the spread of skin diseases. | | | Ask learners to tell the class  what they have learnt.  Call learners in turns summarize the lesson |



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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 55 | | |
| **Learning Indicator(s)** | | B3.5.1.1. 1. | | |
| **Performance Indicator** | | Learners can describe the location of Ghana and her neighboring countries | | |
| **Strand** | | My Global Community | | |
| **Sub strand** | | Our Neighboring Countries | | |
| **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)** |
|  | Flash letter cards to  learners for them to pronounce some key words in the lesson.  Ask pupils to spell and write the words in the books | | Learners locate Ghana’s neighbors on a  map of West Africa using the idea of the cardinal points.  Burkina Faso  Cote Togo  D’Ivoire  Learners compose a song/rhyme on Ghana and her neighbors | Ask learners to tell the class  what they have learnt.  Call learners in turns summarize the lesson |
|  | Get a viral picture, a  trending news on twitter, Facebook, YouTube and other social media handles.  Discuss what is trending and invite learners to share their opinions on them | | Have learners watch Ghana’s  neighboring countries on a map or the globe.    Learners describe Ghana’s neighboring countries e.g. Togo stretches from the North to the South on the eastern part, La Cote d’Ivoire stretches from the North to the South on the western part, Burkina Faso joins the northern part of Ghana. | 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. |





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|  | Flash letter cards to  learners for them to pronounce some key words in the lesson.  Ask pupils to spell and write the words in the books | Learners to draw and color ghana and  her immediate neighbors.  Have learners present their drawings to the whole class for appreciation and to create a gallery. | Ask learners to tell the class  what they have learnt.  Call learners in turns summarize the lesson |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 22 | | |
| **Learning Indicator(s)** | | B3.4.1.1.3 | | |
| **Performance Indicator** | | Identify moral lessons learnt from responding to God’s call. | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Roles And Relationships | | |
| **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)** |
|  | Share stories about God with  learners.  Let learners tell you parts of the story that interest them most.  Have learners to relate to the story | | Let learners discuss moral  lessons derived from responding to God’s call.  Lead learners to mention the moral lessons they learnt from responding to God’s call: obedience, respect, sacrifice, commitment, reverence for God, humility, etc.  Using the sacred scriptures, let learners dramatize moral activities such as humility, obedience, reverence, commitment, respect, honoring promises, etc. | 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. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page 19 | | |
| **Learning Indicator(s)** | | B3.3.1.1.1 | | |
| **Performance Indicator** | | Learners can describe how the Europeans settled on the Gold Coast,  including forming alliances with the local chiefs | | |
| **Strand** | | Europeans in Ghana | | |
| **Sub strand** | | Arrival of Europeans | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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)** |
|  | Engage learners to sing  songs and play games to get them ready for lesson. | | Learners dramatize the meeting between  the Portuguese and Kwamina Ansah. | Ask learners series of  questions to review their understanding of the lesson |
| Use questions and answers to review learners understanding in the previous lesson | | *On 19 January 1482, a Portuguese fleet of ships under the command of Captain Don Diego d'Azambuja landed at Elmina (a small town on the Gold Coast, what is now Ghana). D'Azambuja immediately set up a meeting with the king of Elmina. King Kwamena Ansa, dressed in all of his finery, met with the Portuguese captain, and during this meeting d'Azambuja asked for permission to build a permanent settlement. At first, Ansa denied his request, stating that he should watch the waves of the sea. Just as they come to the shore, reach the shore, and go back, so too should he continue to come to Elmina, trade, and go back to Portugal. After persistent requests however, Ansa finally agreed and allowed the Portuguese to build a fort known today as Elmina Castle* | Ask learners to summarize what they have learnt  Give learners individual or home task |
|  | | Use the KWL strategy to help learners follow the drama. |  |
|  | Engage learners to sing  songs and play games to get them ready for lesson. | | Explain why other Europeans who came  later also settled on the Gold Coast | Ask learners series of  questions to review their understanding of the lesson |
| Use questions and answers to review learners understanding in the previous lesson | | Learners use the internet to find out the castles and forts the Europeans built.  Have learners to design a poster of the forts and castles. | Ask learners to summarize what they have learnt  Give learners individual or home task |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B3 2.3.4.3 B3 2.3.5.3 | | |
| **Performance Indicator** | | Learners can plan a display of own music, dance and drama to share  creative experiences based on ideas that reflect topical issues in other African communities. | | |
| **Strand** | | Performing Arts | | |
| **Sub strand** | | Displaying and Sharing | | |
| **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 | | | | |
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| **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 or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.  Ask learners to talk about parts of the video or pictures that interest them. | | Learners are to watch a short  video that reflects topical issues in the local community;  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. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 103 | | |
| **Learning Indicator(s)** | | B3.2.8.1.1 | | |
| **Performance Indicator** | | Read short passages of about six to ten sentences aloud using correct tone. | | |
| **Strand** | | Reading | | |
| **Sub strand** | | Fluency | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **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)** |
|  | 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 | | Let learners say the letters of the alphabet  as a group and then individually.  Write a short passage of about six to ten sentences.  Read aloud the short passage of about six to ten sentences using correct tone for learners to listen.  Lead learners to read the passage  Let learners read aloud the passage as a group and then individually.  Ask questions based on the passage read for learners to answer | 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. | | Let learners say the letters of the alphabet  as a group and then individually.  Write a short passage of about six to ten sentences.  Read aloud the short passage of about six to ten sentences using correct tone for learners to listen.  Lead learners to read the passage. Let learners read aloud the passage as a group and then individually.  Ask questions based on the passage read for learners to answer | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Split your class into small  groups of 4. Each group have to think of an acronym about what they have learned so far. The acronym can’t be longer than the number of members in the group. | | Let learners say the letters of the alphabet  as a group and then individually.  Write a short passage of about six to ten sentences.  Read aloud the short passage of about six to ten sentences using correct tone for learners to listen. | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt |

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|  | Call the groups in turns to  discuss what the letters in the acronym stands for | Lead learners to read the passage  Let learners read aloud the passage as a group and then individually.  Ask questions based on the passage read for learners to answer |  |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page | | |
| **Learning Indicator(s)** | | B3.1.13.1.17: | | |
| **Performance Indicator** | | Learners can roll forward from standing position many time to a  distance in a round form. | | |
| **Strand** | | Motor Skill And Movement Patterns | | |
| **Sub strand** | | Rhythmic Skills | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies**: Learners will develop personal skills and core competencies such as agility,  concentration, coordination strength and balance | | | | |
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| **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)** |
|  | In a group discussion, invite  learners to talk about the previous lesson | | Squat in front of a spread mat/safe  floor.  Place hands on the mat/floor and tuck the chin to touch the chest.  From this position, push with the hands and roll forward in a round form and back to the standing.    Allow learners to progress at their own pace and always give support.  Learners practice the skill, observe and give them corrective feedback.  Ensure that learners progress at their own pace. | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |



### SAMPLE LESSON NOTES-WEEK 7

BASIC THREE

# Fayol Inc.

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## SCHEME OF LEARNING- WEEK 7 BASIC THREE

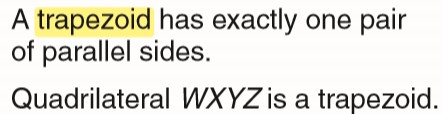
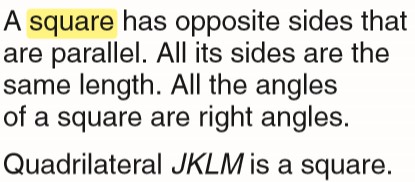
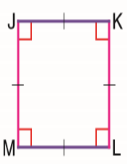
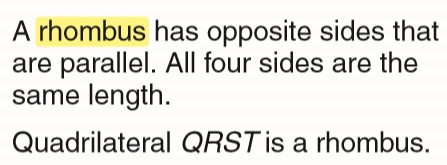
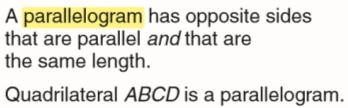
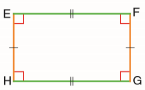
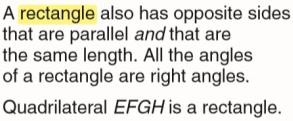
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| **Week Ending** | |  | | | | | | |
| **Class** | | Three | | | | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | | | | |
| **Reference** | | English Language curriculum Page | | | | | | |
| **Learning Indicator(s)** | | B3.1.9.1.1. | | B3.2.7.2.4. | B3.3.13.1.1. | B3.5.9.1.1. | | B3.6.1.1.1. |
| **Performance Indicator** | | 1. Learners can give and respond to commands, instructions and directions 2. Learners can read level-appropriate texts independently 3. Learners can write a short paragraph to support an opinion or claims with clear reasons 4. Learners can identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences 5. Learners can read a variety of age and level-appropriate books and summarize them | | | | | | |
| **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 | | | | | | | | |
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| **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 | 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. | | A.**ORAL LANGUAGE**  (*Asking and Answering Questions*)  Model giving instructions and ask learners to follow them:  Pair up learners to practice giving and following instructions,  e.g. giving and following instructions to clean the classroom.  Model giving directions and ask learners to follow them:  Show directions flash cards (go straight, turn left/right) and ensure learners understand the words. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Tuesday | Engage learners to sing songs  and recite familiar rhymes  LITTLE TOMMY TITTLEMOUSE  Little tommy tittle mouse Lived in a little house,  He caught fishes  In other men’s ditches. | | B.**READING**  (*Comprehension*)  Provide learners with level- appropriate texts and encourage them to read independently.  Provide learners with pre-reading questions to enable them focus.  Discuss with learners the pre reading questions and finding answers to them. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Wednesday | Play games and recite rhymes  that learners are familiar with to begin the lesson. | | C.**WRITING**  (*Argumentative Writing*) Choose a simple topic for an argument.  e.g. Which food is better; rice or fufu? | | | | Give learners task to  complete while you go round the class to support those who might need extra help. | |

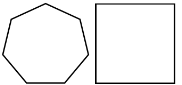
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|  | Ask learners questions to  review their understanding in the previous lesson. | Let learners choose one of the meals  and give reasons why they think it is better.  Put the class into two to argue on the topic. | Have learners to read and  spell some of the keywords in the lesson |
| Thursday | Play games and recite rhymes  that learners are familiar with to begin the lesson. | D.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Using Simple and Compound Sentences*) | Give learners task to  complete while you go round  the class to support those who might need extra help. |
|  | Ask learners questions to review their understanding in the previous lesson. | Demonstrate the structure of a compound sentence by joining simple sentences with “and”. | Have learners to read and spell some of the keywords in the lesson |
|  |  | Have learners identify the coordinating conjunction in the sentence. |  |
|  |  | Put learners in groups to form simple sentences. |  |
|  |  | Let learners join the simple sentences with “and**”** and “but”. |  |
| Friday | Have a variety of age/level-  appropriate books for learners to make a choice from.  Guide learners to select books for readings | E. **EXTENSIVE READING**  Using the Author’s chair, introduce the reading/library time.  Introduce narratives, expository, procedural texts to learners. | Let learners summarize the  books they read to the whole class  Learners draw parts of the stories they read. |

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| Simple  Sentence | Conjunction | Compound  Sentence |
| The boy  woke up | and | The boy  woke up and  prayed |
| The boy prayed |  |  |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page | | |
| **Learning Indicator(s)** | | B3.3.1.1.4 | | |
| **Performance Indicator** | | Learners can use attributes to recognize quadrilaterals | | |
| **Strand** | | Geometry and Measurement | | |
| **Sub strand** | | 2D And 3D Shapes | | |
| **Teaching/ Learning Resources** | | 2D and 3D shapes and objects boldly drawn on manila cards. | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **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 | Take learners through math  mental to solve the following. | | Guide learners to use attributes to  recognize rhombuses, parallelograms as examples of quadrilaterals  Let learners draw examples of quadrilaterals that do not belong to any of these subcategories. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Tuesday | Take learners through math  mental to solve the following. | | Guide learners to use attributes to  recognize trapezoids, rectangles, and squares as examples of quadrilaterals.  Learners to draw examples of quadrilaterals that do not belong to any of these subcategories. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Wednesday | Take learners through math  mental to solve the following. | | Guide learners to use attributes to  recognize rectangles as example of quadrilaterals.  Learners to draw examples of quadrilaterals that do not belong to any of these subcategories. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |



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| Thursday | Take learners through math  mental to solve the following. | Guide learners to give cut-out shapes of  different types of quadrilaterals and have learners examine their features.  Learners discuss the characteristics and regroup them as rhombuses, parallelograms, trapezoids and draw these quadrilaterals | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Friday | Take learners through math  mental to solve the following. | Guide learners to give cut-out shapes of  different types of quadrilaterals and have learners examine their features.  Learners discuss the characteristics and regroup them as rectangles, and squares and draw these quadrilaterals. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
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| **Week Ending** | |  | |
| **Class** | | Three | |
| **Subject** | | **SCIENCE** | |
| **Reference** | | Science curriculum Page | |
| **Learning Indicator(s)** | | B3.5.2.1.2 | |
| **Performance Indicator** | | Learners can explain the term air-borne diseases and give examples | |
| **Strand** | | Humans And The Environment | |
| **Sub strand** | | Diseases | |
| **Teaching/ Learning Resources** | | Pictures and videos depicting some common skin diseases | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | |
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| **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 play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson. | Begin the lesson with a song,  rhyme or poem on air-borne diseases, e.g. I have a little cough Sir.  Learners in groups name and discuss some common air-borne diseases. e.g. cold, cough, measles, chicken pox and rashes. | 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. |
|  | 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. | Brainstorm with learners to bring  out the meaning of the term ‘air- borne disease’  Summarize learners’ ideas and reinforce the concept of air-borne diseases. | 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. |
|  | 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. | Learners in a class discussion, find  out the effect of unclean and contaminated air.  Learners investigate the effects of smoking cigarette on the health of a person and communicate their findings. | 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. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page | | |
| **Learning Indicator(s)** | | B3.5.2.1.1. | | |
| **Performance Indicator** | | Learners can Identify the parts of the computer and how they work | | |
| **Strand** | | My Global Community | | |
| **Sub strand** | | Introduction To Computing | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global  Citizenship | | | | |
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| **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. | | Lead pupils in a class discussion to  describe a computer.  Have learners to draw a computer and color it. | Ask learners questions to  review their understanding of the lessson.  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. | | Guide pupils to state the basic uses of  a computer. For example;   1. *For learning,* 2. *For playing games,* 3. *For watching movies,* 4. *For playing music*   Guide pupils to identify the main parts of a computer and state their functions.  e.g. monitor, mouse, keyboard, etc. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | 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. | | Learners to Identify parts of a  computer and how they connect to each other.  e.g. monitor    Have learners to talk about the monitor and relate to them. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page | | |
| **Learning Indicator(s)** | | B3.4.2.1.1: | | |
| **Performance Indicator** | | Learners can explain the need to live in harmony with one another. | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Personal Safety In The Community | | |
| **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 | | | | |
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| **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 play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson. | | Have learners mention ways of  living in harmony with one another.  Discuss the need to live in harmony with one another: to promote peace and unity, law and order, growth and development, etc.  In a Think-Pair-Share session, let learners talk about attitudes and behaviors that promote harmonious living at home, school, community, etc. | 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. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page | | |
| **Learning Indicator(s)** | | B3.3.1.1.1 | | |
| **Performance Indicator** | | Learners can describe how the Europeans settled on the Gold Coast,  including forming alliances with the local chiefs. | | |
| **Strand** | | Europeans in Ghana | | |
| **Sub strand** | | Arrival of Europeans | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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 | | | | |
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| **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 play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson | | Explain why other Europeans  who came later also settled on the Gold Coast  Learners use the internet to find out the castles and forts the Europeans built.  Have learners to design a poster of the forts and castles. | 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 sing songs  and play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson | | Let learners Investigate how the  Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people.  Learners present their findings in groups to the whole class.  Let learners sketch a map to show some of the european alliances. | 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 |

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| **Week Ending** | |  | | | |
| **Class** | | Three | | | |
| **Subject** | | **CREATIVE ARTS** | | | |
| **Reference** | | Creative Arts curriculum Page | | | |
| **Learning Indicator(s)** | | B3.1.4.6.3 | | B3.1.4.7.3 |  |
| **Performance Indicator** | | Learners to agree on guidelines for assessing and deriving meaning from own and  others’ visual artworks as representations of artworks produced or found in other  African communities. | | | |
| **Strand** | | Visual Arts | | | |
| **Sub strand** | | Appreciating and Appraising | | | |
| **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 | | | | | |
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| **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 play games to get them ready for lesson. | | Appreciating in art is the ability of people  to look at a work of art and understand how the work was made. | | Use questions to review  their understanding of the lesson |
| Use questions and answers to review learners understanding in the previous lesson | | Explain to learners the guidelines and have them agree to it.   * Description of the work: *this stage involves describing what the work is made of, size of the work and materials used.* * The subject matter: *this stage talks about the meaning of the work.* * Appraisal: *this stage talks of the use of the artwork.* * Experience to share: *this stage talks about the design process* | | Ask learners to summarize what they have learnt  Learners to read and spell the key words on the board |
|  | Engage learners to sing  songs and play games to get them ready for lesson. | | Using the steps in appreciating and  appraisal, guide learners to write a note on a previous artwork produced or performed  in class. | | Use questions to review  their understanding of the lesson |
| Use questions and answers to review learners understanding in the previous lesson.  Show pictures or videos to learners on the process of producing the artwork. | | E.g. an artwork produced by Cheri Samba     * Description of the work: *the artwork is a painting made with different color combination.* * The subject matter: *the painting focus on women in rural communities and their daily hustles.* * Appraisal: *it can be used as posters for decoration.* * Experience to share: *talk about how the painting is done* | | Ask learners to summarize what they have learnt  Learners to read and spell the key words on the board |

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| **7th Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 103 | | |
| **Learning Indicator(s)** | | B3.2.8.1.1 | | |
| **Performance Indicator** | | Learners can read short passages of about six to ten sentences aloud  using correct tone. | | |
| **Strand** | | Writing | | |
| **Sub strand** | | Fluency | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **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)** |
|  | Write words on th board  and cover parts with a smiley for learners to guess the word  Have learners sing songs to begin the lesson | | Write a short passage of about six to  ten sentences.  Read aloud the short passage of about six to ten sentences using correct tone for learners to listen.  Lead learners to read the passage. Let learners read aloud the passage as a group and then individually.  Ask questions based on the passage read for learners to answer | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners play games  and recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Write a short passage of about six to  ten sentences.  Read aloud the short passage of about six to ten sentences using correct tone for learners to listen.  Lead learners to read the passage. Let learners read aloud the passage as a group and then individually.  Ask questions based on the passage read for learners to answer | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Draw or print pictures of  vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them. | | Write a short passage of about six to  ten sentences.  Read aloud the short passage of about six to ten sentences using correct tone for learners to listen.  Lead learners to read the passage. Let learners read aloud the passage as a group and then individually.  Ask questions based on the passage read for learners to answer | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page | | |
| **Learning Indicator(s)** | | B3.2.4.2.6: B3.2.5.2.7: | | |
| **Performance Indicator** | | 1. Learners can identify the key elements for increasing accuracy in   rolling a ball and throwing a ball.   1. Learners can explain the similar movement elements of the underhand throw and the underhand volleyball serve. | | |
| **Strand** | | Movement Concepts, Principles And Strategies | | |
| **Sub strand** | | Body Management / Strategies | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **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 play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson. | | Learners identify elements for  increasing accuracy in rolling and throwing as coordination, agility, strength, flexibility, timing, etc.  Learners identify that the similarities between underhand throw and underhand volleyball serve movement elements are:   1. Stance 2. Flexing of knees 3. Hand swing 4. Follow through | 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. |



### SAMPLE LESSON NOTES-WEEK 8

BASIC THREE

# Fayol Inc.

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**SCHEME OF LEARNING- WEEK 8 BASIC THREE**

Name of School………………………………………………….……………………….…………………

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **ENGLISH LANGUAGE** | | |
| **Reference** | | English Language curriculum Page | | |
| **Learning Indicator(s)** | | B3.1.9.1.1. B3.2.7.2.4. B3.3.13.1.1. B3.5.9.1.1. B3.6.1.1.1. | | |
| **Performance Indicator** | | 1. Learners can give and respond to commands, instructions and directions 2. Learners can read level-appropriate texts independently 3. Learners can write a short paragraph to support an opinion or claims with clear reasons 4. Learners can identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences 5. Learners can read a variety of age and level-appropriate books and summarize them | | |
| **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 | | | | |
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| **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 | learners sing songs and recite  familiar rhymes  Star Light, Star Bright Star light, star bright  The first star I see tonight: I wish I may. I wish I might,  Have the wish I wish tonight. | | A.**ORAL LANGUAGE**  (*Asking and Answering Questions*)  Model giving instructions and ask learners to follow them:  Pair up learners to practice giving and following instructions,  e.g. giving and following instructions to clean the classroom.  Model giving directions and ask learners to follow them:  Show directions flash cards and ensure learners understand the words.  Place objects at different locations of the classroom. Ask questions such as "Where is the book, pen, bag etc.?  Then show the direction flash cards to help learners locate the items. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Tuesday | Learners sing songs and recite  familiar rhymes  Row, Row, Row Your Boat Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily,  Life is but a dream. | | B.**READING**  (*Comprehension*)  Provide learners with level- appropriate texts and encourage them to read independently.  Let learners may be provided with pre-reading questions to enable them focus. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Wednesday | Learners sing songs and recite  familiar rhymes | | C.**WRITING**  (*Argumentative Writing*) | Give learners task to  complete while you go round |

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|  | ONCE I CAUGHT A FISH  ALIVE  One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again  Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right | Choose a simple topic for an  argument.  e.g. Which profession is better; Doctor or Teacher? (It could be any food, depending on learners’ background.)  Let learners choose one of the meals and give reasons why they think it is better.  Put the class into two to argue on the topic. | the class to support those  who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Thursday | Have learners recite familiar  rhymes.  I LOVE LITTLE PUSSY  I love little pussy, Her coat is so warm,  And if I don’t hurt her, She’ll do me no harm, So I’ll not pull her tail, Nor drive her away, But pussy and I,  Very gently will play. | D.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Using Simple and Compound Sentences*)  Demonstrate the structure of a compound sentence by joining simple sentences with “and”. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
|  |  | Have learners identify the coordinating conjunction in the sentence. |  |
|  |  | Put learners in groups to form simple sentences. |  |
|  |  | Let learners join the simple sentences with “and**”** and “but”. |  |
| Friday | Have a variety of age/level-  appropriate books for learners to make a choice from.  Guide learners to select books for readings | E. **EXTENSIVE READING**  Using the Author’s chair, introduce the reading/library time.  Introduce narratives, expository, procedural texts to learners. | Let learners summarize the  books they read to the whole class  Learners draw parts of the stories they read. |

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| Simple  Sentence | Conjunction | Compound  Sentence |
| The boy  woke up | and | The boy  woke up and prayed |
| The boy prayed |  |  |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page | | |
| **Learning Indicator(s)** | | B3.3.3.3.1 | | |
| **Performance Indicator** | | Learners can use arbitrary units to measure time taken to complete simple  events. | | |
| **Strand** | | Geometry and Measurement | | |
| **Sub strand** | | Measurement | | |
| **Teaching/ Learning Resources** | | Ruler, rope, meter rule | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **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 | Mix up playing cards. Put  learners into groups of two  Shuffle and place the cards face down on the table.  Player one flips over the top two cards. Player two then have to add up the numbers | | Let learners identify personal referents for  minutes or hours.  Engage learners in activities to find out the time taken to do them.  e.g. play the game of filling bottles with water. Invite three learners to fill bottles with water. The first to finish wins.  Learners record their own time to identify referents for minutes or hours.  e.g. it took me exactly 2 minutes to fill up that bottle.  Assessment: Engage learners in other activities to identify personal referents for minutes or hours  e.g. 10 minutes is about the time it takes to walk from my house to school.  3 hours is about the time it takes to clear a plot of land etc. | 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 | Let learners close their  eyes. While their eyes are closed, erase one or more numbers.  Learners again open their eyes to find the missing numbers.  Let learners justify their answers. | | Brainstorm learners to identify activities  that can or cannot be accomplished in minutes, hours, days, months and years.  Write out each point on the board for further discussion.  e.g. cooking Rice can take up to 10 minutes to finish.  We can’t build a Storey building in a day.  Assessment: In groups, let learners find out activities that can or cannot be accomplished in minutes, hours, days, months and years.  Encourage learners to write their findings in their workbooks. | 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 | Engage leaners to sing the  song | | Display the stop clock or watches on the  table. | Ask learners to tell you what  they have learnt and what |

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|  | WE CAN COUNT  We class three We can count  We count 1,2,3,4,5  We count 6,7,8,9,10  We class three can count very well. | Ask learners to identify and tell their uses.  Let learners understanding that they are going to tell how much time it would take them to perform certain activates.  Put learners into groups of four. Invite a member from each group to *walk round the school building*. Ask learners to time themselves, using watches or clock and tell how much time (in minutes and seconds) it would take them to accomplish it.  You can also engage learners to undertake the following activities to tell how much time involved.  ii. Walk to the nearest house to the school; iii. Walk to the nearest toilet; etc. | | | | | | they will like to learn in the  next lesson  Give learners individual or home task. |
| Thursday | Put leaners in two groups.  Call out a number between 1 and 6. E.g. 3.  Learners must call out the double (2x) of that number.  In this case 6 is the answer.  Try out more numbers. The group that answers more wins | Give learners the start and end times of  events and ask them to determine the duration of the event.  e.g. Henry took an examination which started 9:00am and ended at exactly 10:45am. How many hours did he used? Answer: *Henry used 1 hour and 45 minutes to write the exams*.  Complete the table | | | | | | 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. |
|  | Sporting  event | Start | Finish | How  long |  |
| Ampe | 10.30  a.m. | 10.45  a.m. |  |
| Netball | 9.00am | 10.00am |  |
| Basket  ball | 2.00pm | 3.50pm |  |
| Football | 3.30pm | 5.00pm |  |
| Friday | Share some few jokes  with learners. You can two their jokes as well  e.g. An American girl farts and says “Excuse me”.  A Ghanaian girl farts and you will hear “Ohh! beans wei koraa” | Give learners the start and end times of  events and ask them to determine the duration of the event.  e.g. Henry took an examination which started 9:00am and ended at exactly 10:45am. How many hours did he used? Answer: *Henry used 1 hour and 45 minutes to write the exams*.  Complete the table | | | | | | 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. |
|  | Sporting  event | Start | Finish | How  long |  |
| Ampe | 10.30  a.m. | 10.45  a.m. |  |
| Netball | 9.00am | 10.00am |  |
| Basket  ball | 2.00pm | 3.50pm |  |
| Football | 3.30pm | 5.00pm |  |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **SCIENCE** | | |
| **Reference** | | Science curriculum Page | | |
| **Learning Indicator(s)** | | B3.5.2.1.2 | | |
| **Performance Indicator** | | Learners can explain the term air-borne diseases and give examples | | |
| **Strand** | | Humans And The Environment | | |
| **Sub strand** | | Diseases | | |
| **Teaching/ Learning Resources** | | Pictures and videos depicting some common skin diseases | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **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 play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson. | | Begin the lesson with a song,  rhyme or poem on air-borne diseases, e.g. I have a little cough Sir.  Learners in groups name and discuss some common air-borne diseases. e.g. cold, cough, measles, chicken pox and rashes. | 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. |
|  | 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. | | Brainstorm with learners to  bring out the meaning of the term ‘air-borne disease’  summarize learners’ ideas and reinforce the concept of air- borne diseases. | 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. |
|  | 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. | | Learners in a class discussion,  find out the effect of unclean/contaminated air.  Learners investigate the effects of smoking cigarette on the health of a person and communicate their findings. | 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. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 56 | | |
| **Learning Indicator(s)** | | B3.5.2.1.1. | | |
| **Performance Indicator** | | Learners can Identify the parts of the computer and how they work. | | |
| **Strand** | | My Global Community | | |
| **Sub strand** | | Introduction To Computing | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity. | | | | |
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| **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 play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson. | | Learner identify parts of the  computer and how they work (i.e. hard disk, power supply) or pictures of the computer parts to class,  Ask learners to pick one item in turns and differentiate selected items. | 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. |
|  | 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. | | Learners identify the bottom  row, Caps Lock and Tab keys on the real keyboard or by the use of pictures.  Learners practice typing e.g. four-letter words and simple sentences on the key pad with proper positioning of fingers on the keyboard. | 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. |
|  | 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. | | Learners explore the insertion  and ejection of DVD/CD-ROM as well as connecting of a pen drive.  Through demonstration guide leaners to play computer games to re-enforce keyboard and mouse skills. | 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. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page | | |
| **Learning Indicator(s)** | | B3.4.2.1.1: | | |
| **Performance Indicator** | | Learners can explain the need to live in harmony with one another. | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Personal Safety In The Community | | |
| **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 | | | | |
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| **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 play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson. | | Have learners mention ways of  living in harmony with one another.  Discuss the need to live in harmony with one another: to promote peace and unity, law and order, growth and development, etc.  In a Think-Pair-Share session, let learners talk about attitudes and behaviors that promote harmonious living at home, school, community, etc. | 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. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page | | |
| **Learning Indicator(s)** | | B3.3.1.1.1 | | |
| **Performance Indicator** | | Learners can describe how the Europeans settled on the Gold Coast,  including forming alliances with the local chiefs. | | |
| **Strand** | | Europeans in Ghana | | |
| **Sub strand** | | Arrival of Europeans | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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 | | | | |
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| **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 play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson | | Explain why other Europeans  who came later also settled on the Gold Coast  Learners use the internet to find out the castles and forts the Europeans built.  Have learners to design a poster of the forts and castles. | 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 sing songs  and play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson | | Let learners Investigate how the  Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people.  Learners present their findings in groups to the whole class.  Let learners sketch a map to show some of the european alliances. | 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 |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B2.2.4.6.3 B2.2.4.7.3 | | |
| **Performance Indicator** | | Learners can report own views and feelings about the displayed performing  artworks and suggest how the artworks can be modified or improved | | |
| **Strand** | | Performing Arts | | |
| **Sub strand** | | Appreciating and Appraising | | |
| **Teaching/ Learning Resources** | | Photos, videos, art paper, colors and traditional art tools | | |
| **Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy | | | | |
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| **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)** |
|  | Use questions and answers to  revise the previous lesson with learners.  Engage learners to play games and sing songs to begin the lesson | | The easiest way to understand and  appreciate a performance is to develop a relevance and appropriate criteria or checklist  Guide learners to create a checklist or criteria for appreciating and appraising a performance;   * Creative process * Subject matter * Selection and use of instruments and elements * Styles and techniques * Originality or creativity * Use of space * Selection and use of costumes * Symbolism and cultural relevance * Aesthetic qualities * suitability | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt  Learners to read and spell the key words on the board |
|  | Show pictures of people  performing the “kete” dance to learners’  let learners observe and talk about the pictures | | Lead a discussion to explain the  criteria with learners.  Now let learners use the checklist to appreciate and appraise a previous art performance in class. e.g. the ‘kete’ Dance.  Put learners into groups of 2 or 3 depending on the size of the class.  Invite each group to perform the ‘kete’ dance as others will be observing.  Set up a three member judge to use the checklist or criteria to appraise the performance of each group. | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt  Learners to read and spell the key words on the board |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page | | |
| **Learning Indicator(s)** | | B3.3.4.1.1-2 | | |
| **Performance Indicator** | | Learners can write correct sentences with correct spacing from substitution  table. | | |
| **Strand** | | Writing Conventions | | |
| **Sub strand** | | Writing And Copying Simple Sentence With Correct Spacing | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **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)** |
|  | Put learners into groups.  Have learners fine words for each of the alphabets letters on the topic.  The group with the most words wins. | | Let learners explore a rhyme they  know.  Make a substitution table on the board.  Lead learners to say aloud the words in the substitution table.  Let learners say aloud the words in the substitution table individually.  Demonstrate how sentences are formed from a substitution table. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Help learners to write correct  sentences with correct spacing from the substitution table.  Let learners read out their sentences in turns.  Make a another substitution table on the board.  Lead learners to say aloud the words in the substitution table and write correct sentences from the substitution table. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Engage learners to sing songs  and recite rhymes  **Sea shells**  She sells seashells by the seashore  The shells she sells are surely seashells  So if she sells shells on the seashore,  I am sure she sell seashore shells | | Create upper and lower-case letters  game. Play the game with learners.  Let one learner lead the other learners to play the game (supervision is necessary).  Write sentences on the board using upper and lower-case letters.  Help learners to use upper case or lower-case letters correctly in writing sentences with correct spacing. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page | | |
| **Learning Indicator(s)** | | B3.3.5.3.5: | | |
| **Performance Indicator** | | Learners can identify body composition using fat and fat free body mass. | | |
| **Strand** | | Physical Fitness | | |
| **Sub strand** | | Flexibility | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **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 play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson. | | Guide learners to identify body  composition using fat and fat free body mass.  Learners to understand that body composition is the relative percentage of fat muscles and fat free body.  Fat free mass includes internal organs, bone, muscle, water, and connective tissue. | 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. |



### SAMPLE LESSON NOTES-WEEK 9

BASIC THREE

# Fayol Inc.

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## SCHEME OF LEARNING- WEEK 9 BASIC THREE

Name of School………………………………………………….……………………….…………………

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| **Week Ending** | |  | | | | | | |
| **Class** | | Three | | | | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | | | | |
| **Reference** | | English Language curriculum Page | | | | | | |
| **Learning Indicator(s)** | | B3.1.9.1.2. | | B3.2.9.1.1. | B3.4.14.1.1. | B3.5.10.1.1. | | B3.6.1.1.1. |
| **Performance Indicator** | | 1. Learners can make and respond to polite requests 2. Learners can read long texts with good pace, accuracy and expression 3. Learners can write picture events using simple sentences 4. Learners can spell phonically irregular words correctly 5. Learners can read a variety of age and level-appropriate books and summarize them | | | | | | |
| **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 | | | | | | | | |
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| **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 | Engage learners to sing songs  and recite familiar rhymes  LITTLE POLLY FLINDERS  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. | | A.**ORAL LANGUAGE**  (*Asking and Answering Questions*)  Show pictures of requests to learners and ask them to guess the requests from pictures:  e.g. a picture of a closed door, a picture of an open door, a picture of someone carrying books etc.  Can you help me carry the books?, Please, close/open the door.  Invite pairs of learners to the front of the class to make and respond to polite requests.  Let learners practice making and accepting or declining requests using expressions such as "Yes, Of course, No problem, I'm sorry, I can't, etc. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Tuesday | Engage learners to sing songs  and recite familiar rhymes  ONE POTATO TWO POTATOES  One potato, two potatoes, three potatoes ,four!  Five potatoes, six potatoes, seven potatoes , more!  Eight potatoes nine potatoes ten potatoes, all | | B.**READING**  (*Fluency*)  Engage learners in pre-reading and demonstrate/model reading aloud with fluency, accuracy and expression.  Have learners practice in pairs and groups.  Learners must read at their own pace. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Wednesday | Engage learners to sing songs  and recite familiar rhymes  HEAD SHOULDERS KNEES AND TOES  Head shoulders knees and toes,  Knees and toes | | C.**WRITING**  (*Academic Writing*) Using dictionaries and modelling,  guide learners to give information on events of the day to their partners, class /groups/partners. | | | | Give learners task to  complete while you go round the class to support those who might need extra help. | |

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|  | Head shoulders knees and  toes  Knees and toes  And eyes and ears and mouth and nose.  Head shoulders knees and toes,  Knees and toes. | Have learners represent this in the  form of a picture.  Have learners write simple sentences to accompany the pictures.  Have learners share their work with the class. Note: (Give room for positive appreciation). | Have learners to read and  spell some of the keywords in the lesson |
| Thursday | Engage learners to sing songs  and recite familiar rhymes  THERE WAS A JOLLY MILLER ONCE  There was a jolly miller once Lived on the river Dee  He worked and sang from morn till night,  No lark as blithe as he, And this the burden of his song  Forever used to be,  I care for nobody, no not I, And nobody cares for me. | D.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Spelling*)  Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought.  Dictate the words for learners to spell. Have learners use these words in oral and written sentences.  Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell.  e.g. bought, answer, because, etc.   1. *I drink water.* 2. *Your is wrong.* 3. *I miss the class I was late.* 4. *My father chocolate.* | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Friday | Have a variety of age/level-  appropriate books for learners to make a choice from.  Guide learners to select books for readings | E. **EXTENSIVE READING**  Using the Author’s chair, introduce the reading/library time.  Introduce narratives, expository, procedural texts to learners. | Let learners summarize the  books they read to the whole class  Learners draw parts of the stories they read. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 71 | | |
| **Learning Indicator(s)** | | B3.3.3.3.2 | | |
| **Performance Indicator** | | Learners can read dates on the calendar, order dates of events and count  days, weeks, months and years taken by given events | | |
| **Strand** | | Geometry and Measurement | | |
| **Sub strand** | | Measurement | | |
| **Teaching/ Learning Resources** | | Ruler, rope, meter rule | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **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 | Engage learners to complete  the pattern.  Which shape comes next? Draw it | | Let learners use the calendar to Identify or  read the days of the week and the months of the year for a given calendar date.  Learners to mention the days and month on which they were born.  Have learners to identify some days and months of key events in the country. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Tuesday | Have learners to match the  shapes. | | Let learners use the calendar to Identify  the day (or month) that comes before or after a given day (or month)    Assessment: have learners to read the calendar and answer the questions | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Wednesday | Engage learners to draw the  circles and shade any three. | | Let learners use the calendar to name,  order and count the days in a week and the months in a year,  Assessment: have learners to read the calendar and answer the questions | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |





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| Days Of The Week | Months Of The Year |
| Sunday | January |
| Monday | February |
| Tuesday | March |
| Wednesday | April |
| Thursday | May |
| Friday | June |
| Saturday | July |
|  | August |
| September |
| October |
| November |
| December |

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| Thursday | Engage learners to count the  dots and write each number beside | Let learners use the calendar to Identify  certain events and when they occur within the year (Christmas, Easter, local festivals, leap years, FIFA world cup etc.) | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Friday | Engage leaners to sing the  song  WE CAN COUNT  We class three We can count  We count 1,2,3,4,5  We count 6,7,8,9,10  We class three can count very well. | Engage learners to sing rhymes on the days  of week and months of the year.  Ask learners to say the rhyme “Thirty-days has September”  30 days has September, April, June, and November. All the rest have 31, Except for February alone, which has 28 days clear, and 29 in each leap year | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |

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| **Week Ending** | |  | | | | |
| **Class** | | Three | | | | |
| **Subject** | | **SCIENCE** | | | | |
| **Reference** | | Science | | curriculum | Page 47 |  |
| **Learning Indicator(s)** | | B3.5.3.1.1 | | | | |
| **Performance Indicator** | | Identify the technological devices used in the community and describe their  impact | | | | |
| **Strand** | | Humans And The Environment | | | | |
| **Sub strand** | | Science And Industry | | | | |
| **Teaching/ Learning Resources** | | Bread, kenkey fish | | | | |
| **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)** |
|  | 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.  The student who guess right wins, and hence introduce the lesson | | Prior to the lesson, give learners an  assignment to investigate how people communicated, travelled, sought medical care, etc. in the olden days (in the absence of modern-day technological inventions)  Engage learners to communicate their findings based on the investigations  Learners name some technological devices they see in the school, at home, in the market places, hospitals, mosque, churches, bus stations, airport, etc. | | | 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 writes and lets  students see the answer on the board, perhaps a picture of object on the board.  The students must come up with questions in which the answer could be the object on the board. | | Present some products of technology  that can be seen in the community to learners, e.g. mobile phones, computers, school bag, sewing machines and fan  Facilitate a session where learners operate some common devices such as mobile phones, laptops, toy cars etc. | | | 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 | | Let learners brainstorm to find out  what will happen if there were no modern technological devices in the community  Ask learners to draw a technological device that will improve their communities in future. | | | 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. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 56 | | |
| **Learning Indicator(s)** | | B3.5.2.1.1. | | |
| **Performance Indicator** | | Learners can Identify the parts of the computer and how they work. | | |
| **Strand** | | My Global Community | | |
| **Sub strand** | | Introduction To Computing | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity | | | | |
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| **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)** |
|  | Teacher writes and lets  students see the answer on the board, perhaps a picture of object on the board.  The students must come up with questions in which the answer could be the object on the board. | | Learner identify parts of the computer  and how they work (i.e. hard disk, power supply) or pictures of the computer parts to class,    Ask learners to pick one item in turns and differentiate selected items. | 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 identify the bottom row, Caps  Lock and Tab keys on the real keyboard or by the use of pictures.    Learners practice typing e.g. four-letter words and simple sentences on the key pad with proper positioning of fingers on the keyboard. | 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. |
|  | 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. | | Learners explore the insertion and  ejection of DVD/CD-ROM as well as connecting of a pen drive.  Through demonstration guide leaners to play computer games to re-enforce keyboard and mouse skills. | 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. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page | | |
| **Learning Indicator(s)** | | B3.4.2.1.1: | | |
| **Performance Indicator** | | Learners can explain the need to live in harmony with one another. | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Personal Safety In The Community | | |
| **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 | | | | |
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| **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)** |
|  | Display an image on the board  (relating to the topic) but cover it up.  Every time a student a student answers a question then show a little bit of the image.  The first person to guess the correct image wins. | | Have learners mention ways of  living in harmony with one another.  Discuss the need to live in harmony with one another: to promote peace and unity, law and order, growth and development, etc.  In a Think-Pair-Share session, let learners talk about attitudes and behaviors that promote harmonious living at home, school, community, etc. | 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. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page | | |
| **Learning Indicator(s)** | | B3.3.1.1.1 | | |
| **Performance Indicator** | | Learners can describe how the Europeans settled on the Gold Coast,  including forming alliances with the local chiefs. | | |
| **Strand** | | Europeans in Ghana | | |
| **Sub strand** | | Arrival of Europeans | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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 | | | | |
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| **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)** |
|  | Put students into pairs and hand  out a wad of sticky notes to each pair.  They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers.  The learner who guess right wins | | Explain why other Europeans  who came later also settled on the Gold Coast  Learners use the internet to find out the castles and forts the Europeans built.  Have learners to design a poster of the forts and castles. | 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 sing songs  and play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson | | Let learners Investigate how the  Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people.  Learners present their findings in groups to the whole class.  Let learners sketch a map to show some of the european alliances. | 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 |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B3.1.1.1 B3.2.1.1 | | |
| **Performance Indicator** | | Learners can make artworks produced or found in other African  communities. | | |
| **Strand** | | Visual Arts & Performing Arts | | |
| **Sub strand** | | Thinking and Exploring Ideas (School based project) | | |
| **Teaching/ Learning Resources** | | Photos, videos, art paper, colors and traditional art tools, | | |
| **Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy | | | | |
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| **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 to sing songs and play  games to get them ready for the lesson | | In our last visual arts lesson, we learnt  how to make a mosaic using materials in the local community. | Use questions to review  their understanding of the lesson |
| Show pictures of visual artworks to learners for them to observe and talk about them | | Learners gather materials and tools available in their community based on artworks they wish to create.  Example: how to make a mosaic. | Ask learners to summarize what they have learnt |
|  | | Demonstrate and guide learners to make a simple mosaic. |  |
|  | | Allow learners to practice in groups following the steps provided |  |
|  | | Learners to discuss and compare their artworks to the artworks studied. |  |
|  | Review learners understanding  in the previous lesson using questions and answers | | In our last performing arts lesson, we  learnt how to write our own stories. | Use questions to review  their understanding of the lesson |
| Engage learners to play games and sing songs to begin the lesson. | | Guide learners to choose a theme or title for their story.  e.g. “the disobedient boy” ”the greedy man”  ”Sarah the proud girl ” etc. | Ask learners to summarize what they have learnt |
|  | | Guide learners to identify the characters and plan the story. |  |
|  | | Share roles to learners and have them to perform the story in front of the whole class |  |
|  | | Shuffle the roles among learners to ensure active participation. |  |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 111 | | |
| **Learning Indicator(s)** | | B3.5.6.1.1-3 | | |
| **Performance Indicator** | | Learners can recognize and use conjunctions in compound sentences. | | |
| **Strand** | | Writing Conventions | | |
| **Sub strand** | | Use Of Simple And Compound Sentence | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **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)** |
|  | Put learners into groups.  Have learners fine words for each of the alphabets letters on the topic.  The group with the most words wins. | | Let learners mention names of objects  in the classroom and the environment.  Use conjunctions to form simple sentences on the board.  Call learners to read aloud the sentences.  Lead learners to discuss and recognize conjunctions in the sentences.  Let learners form their own sentences using a chosen conjunction. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Let learners mention names of objects  in the classroom and the environment.  Write compound sentences on the board and lead learners to read the sentences.  Lead learners to underline the conjunctions in the sentences. Help learners to use conjunctions to form compound sentences from simple sentences.  Put learners into groups and let them form a given number of sentences using conjunctions.  Let learners read aloud their sentences to the class and discuss the sentences with learners. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Engage learners to sing songs  and recite rhymes  Itsy Bitsy Spider  The itsy bitsy spider crawled up the water spout.  Down came the rain, and washed the spider out.  Out came the sun, and dried up all the rain and the itsy | | Let learners mention names of objects  in the classroom and the environment.  Write compound sentences on the board and lead learners to read the sentences.  Help learners to use conjunctions such as, “but” and “because” to form compound sentences. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

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|  | bitsy spider went up the  spout again" | Put learners into groups and let them  form a given number of sentences using conjunctions “but” and “because.”  Let learners read aloud their sentences to the class and discuss the sentences with learners |  |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 41 | | |
| **Learning Indicator(s)** | | B3.4.5.4.6: | | |
| **Performance Indicator** | | Recall why adolescents use drugs for physical activities. | | |
| **Strand** | | Physical Fitness Concepts, Principles And Strategies | | |
| **Sub strand** | | Substance | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **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)** |
|  | 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.  The student who guess right wins, and hence introduce the lesson. | | Brainstorm with learners on what  drugs means.  *Drug is any substance that causes a change in an organisms physiology and psychology when consumed*.    Brainstorm with learners that adolescents use drugs to reduce pains, to cure disease, to gain confidence, imitate others, etc.  Explain to learners that using drugs for purposes other than those for which they are meant for or in large amounts results in abusing drugs. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help.  Ask learners to summarize what they have learnt. |



### SAMPLE LESSON NOTES-WEEK 10

BASIC THREE

# Fayol Inc.

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### SCHEME OF LEARNING- WEEK 10 BASIC THREE

Name of School………………………………………………….……………………….…………………

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| **Week Ending** | |  | | | | | | |
| **Class** | | Three | | | | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | | | | |
| **Reference** | | English Language curriculum Page | | | | | | |
| **Learning Indicator(s)** | | B3.1.10.1.1 | | B3.2.9.1.1. | B3.4.14.1.1. | B3.5.10.1.1. | | B3.6.1.1.1. |
| **Performance Indicator** | | 1. Learners can present ideas logically 2. Learners can read long texts with good pace, accuracy and expression 3. Learners can write picture events using simple sentences 4. Learners can spell phonically irregular words correctly 5. Learners can read a variety of age and level-appropriate books and summarize them | | | | | | |
| **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 | | | | | | | | |
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| **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 | Engage learners to sing songs  and recite familiar rhymes  ONE POTATO TWO POTATOES  One potato, two potatoes, three potatoes ,four!  Five potatoes, six potatoes, seven potatoes , more!  Eight potatoes nine potatoes ten potatoes, all | | A.**ORAL LANGUAGE**  (*Presentation*)  Discuss important people (e.g. teachers, footballers, farmer, police officer, etc.) in learners’ community and what made them important.  Ask learners to prepare presentations on what they would like to be important for and why.  Have learners present their work logically. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Tuesday | Engage learners to sing songs  and recite familiar rhymes  ONE POTATO TWO POTATOES  One potato, two potatoes, three potatoes ,four!  Five potatoes, six potatoes, seven potatoes , more!  Eight potatoes nine potatoes ten potatoes, all | | B.**READING**  (*Fluency*)  Engage learners in pre-reading and demonstrate/model reading aloud with fluency, accuracy and expression.  Have learners practice in pairs and groups.  Learners must read at their own pace. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Wednesday | Engage learners to sing songs  and recite familiar rhymes  HEAD SHOULDERS KNEES AND TOES  Head shoulders knees and toes, | | C.**WRITING**  (*Academic Writing*) Using dictionaries and modelling, guide learners to give information on events of | | | | Give learners task to  complete while you go round the class to support those who might need extra help. | |

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|  | 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. | the day to their partners, class  /groups/partners.  Have learners represent this in the form of a picture.  Have learners write simple sentences to accompany the pictures.  Have learners share their work with the class. Note: (Give room for positive appreciation). | Have learners to read and  spell some of the keywords in the lesson |
| Thursday | Engage learners to sing songs  and recite familiar rhymes  THERE WAS A JOLLY MILLER ONCE  There was a jolly miller once Lived on the river Dee  He worked and sang from morn till night,  No lark as blithe as he,  And this the burden of his song Forever used to be,  I care for nobody, no not I, And nobody cares for me. | D.**WRITING**  **CONVENTIONS & GRAMMAR USAGE**  (*Spelling*)  Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought.  Dictate the words for learners to spell. Have learners use these words in oral and written sentences.  Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell.  e.g. bought, answer, because, etc.   1. *I drink water.* 2. *Your is wrong.* 3. *I miss the class I was*   *late.*   1. *My father chocolate.* | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Friday | Have a variety of age/level-  appropriate books for learners to make a choice from.  Guide learners to select books for readings | E. **EXTENSIVE READING**  Using the Author’s chair, introduce the reading/library time.  Introduce narratives, expository, procedural texts to learners. | Let learners summarize the  books they read to the whole class  Learners draw parts of the stories they read. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 72 | | |
| **Learning Indicator(s)** | | B3.3.3.3.3 | | |
| **Performance Indicator** | | Relate the number of seconds to a minute, minutes to an hour and days to a  month in a problem-solving context | | |
| **Strand** | | Geometry and Measurement | | |
| **Sub strand** | | Measurement | | |
| **Teaching/ Learning Resources** | | Ruler, rope, meter rule | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **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 | Engage learners to complete  the pattern.  Which shape comes next? Draw it | | Help learners to develop understanding  of the relationship between seconds and minutes | Give learners task to  complete whiles you go  round to guide those who don’t understand. |
|  |  | | Ask learners to say the rhyme on units of time (in the box)  60 seconds one minute; 60 minutes one hour; 24 hours one day;  7 days one week 52 weeks one year;  12 months one year | Give remedial learning to those who special help. |
|  |  | | Guide learners to solve problems requiring an understanding of number of seconds in a minute. |  |
| Tuesday | Have learners to match the  shapes. | | Guide learners to develop understanding  of the relationship between minutes and hours  Ask learners to say the rhyme on units of time (in the box)  60 seconds one minute; 60 minutes one hour; 24 hours one day;  7 days one week 52 weeks one year;  12 months one year | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
|  |  | | Guide learners to solve problems requiring an understanding of the number of minutes in an hour. |  |
| Wednesday | Engage learners to draw the  circles and shade any three. | | Guide learners to develop understanding  of the relationship between days and months.  Ask learners to say the rhyme on units of time (in the box)  60 seconds one minute; 60 minutes one hour; 24 hours one day; | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |





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|  |  | 7 days one week  52 weeks one year; 12 months one year  Guide learners to solve problems requiring an understanding of number of seconds in a minute, the number of minutes in an hour and the number of days in a month. |  |
| Thursday | Engage learners to count the  dots and write each number beside | Guide learners to develop understanding  of the relationship between days and months.  Ask learners to say the rhyme on units of time (in the box)  60 seconds one minute; 60 minutes one hour; 24 hours one day;  7 days one week 52 weeks one year;  12 months one year | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
|  |  | Guide learners to solve problems requiring an understanding of number days in a month |  |
| Friday | Engage leaners to sing the  song  WE CAN COUNT  We class three We can count  We count 1,2,3,4,5  We count 6,7,8,9,10  We class three can count very well. | Guide learners to develop understanding  of the relationship between months and year.  Ask learners to say the rhyme on units of time (in the box)  60 seconds one minute; 60 minutes one hour; 24 hours one day;  7 days one week 52 weeks one year;  12 months one year | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
|  |  | Guide learners to solve problems requiring an understanding of number of months and year. |  |

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| **Week Ending** | |  | | | | |
| **Class** | | Three | | | | |
| **Subject** | | **SCIENCE** | | | | |
| **Reference** | | Science | | curriculum | Page 47 |  |
| **Learning Indicator(s)** | | B3.5.3.1.1 | | | | |
| **Performance Indicator** | | Identify the technological devices used in the community and describe  their impact | | | | |
| **Strand** | | Humans And The Environment | | | | |
| **Sub strand** | | Science And Industry | | | | |
| **Teaching/ Learning Resources** | | Bread, kenkey fish | | | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | | | |
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| **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)** |
|  | 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.  The student who guess right wins, and hence introduce the lesson | | Prior to the lesson, give learners  an assignment to investigate how people communicated, travelled, sought medical care, etc. in the olden days (in the absence of modern-day technological inventions)  Engage learners to communicate their findings based on the investigations  Learners name some technological devices they see in the school, at home, in the market places, hospitals, mosque, churches, bus stations, airport, etc. | | | 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 writes and lets students  see the answer on the board, perhaps a picture of object on the board.  The students must come up with questions in which the answer could be the object on the board. | | Present some products of  technology that can be seen in the community to learners,  e.g. mobile phones, computers, school bag, sewing machines and fan  Facilitate a session where learners operate some common devices such as mobile phones, laptops, toy cars etc. | | | 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 | | Let learners brainstorm to find  out what will happen if there were no modern technological devices in the community  Ask learners to draw a technological device that will improve their communities in future. | | | 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. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 56 | | |
| **Learning Indicator(s)** | | B3.5.3.1.1. | | |
| **Performance Indicator** | | Demonstrate sending and sharing information | | |
| **Strand** | | My Global Community | | |
| **Sub strand** | | Sources Of Information | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and  Global Citizenship | | | | |
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| **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)** |
|  | Teacher writes and lets students  see the answer on the board, perhaps a picture of object on the board.  The students must come up with questions in which the answer could be the object on the board. | | Bring real items or pictures of  telephone, mobile phone, radio etc., to class. Learners talk about the use of these technological tools.  Learners draw the items used for receiving and sending information e.g. mobile phone. | 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 talk about where one  can receive or send information,  e.g. letter writing or text messaging, posters, newspapers, telephones calls, SMS etc.  Ask learners to role-play a telephone conversation. | 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. |
|  | 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. | | Learners talk about where one  can receive or send information,  e.g. letter writing or text messaging, posters, newspapers, telephones calls, SMS etc.  Ask learners to role-play a telephone conversation. | 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. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page | | |
| **Learning Indicator(s)** | | B3.4.2.1.1: | | |
| **Performance Indicator** | | Learners can explain the need to live in harmony with one another. | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Personal Safety In The Community | | |
| **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 | | | | |
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| **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)** |
|  | Display an image on the board  (relating to the topic) but cover it up.  Every time a student a student answers a question then show a little bit of the image.  The first person to guess the correct image wins. | | Have learners mention ways of  living in harmony with one another.  Discuss the need to live in harmony with one another: to promote peace and unity, law and order, growth and development, etc.  In a Think-Pair-Share session, let learners talk about attitudes and behaviors that promote harmonious living at home, school, community, etc. | 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. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page | | |
| **Learning Indicator(s)** | | B3.3.1.1.1 | | |
| **Performance Indicator** | | Learners can describe how the Europeans settled on the Gold Coast,  including forming alliances with the local chiefs. | | |
| **Strand** | | Europeans in Ghana | | |
| **Sub strand** | | Arrival of Europeans | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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 | | | | |
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| **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)** |
|  | Put students into pairs and hand  out a wad of sticky notes to each pair.  They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers.  The learner who guess right wins | | Explain why other Europeans  who came later also settled on the Gold Coast  Learners use the internet to find out the castles and forts the Europeans built.  Have learners to design a poster of the forts and castles. | 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 sing songs  and play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson | | Let learners Investigate how the  Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people.  Learners present their findings in groups to the whole class.  Let learners sketch a map to show some of the european alliances. | 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 |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B3.1.2.2 | B3.1.2.3 |  |
| **Performance Indicator** | | Learners can create own functional artworks by skilfully using available  arts tools and material. | | |
| **Strand** | | Visual Arts & Performing Arts | | |
| **Sub strand** | | Planning, Making and Composing | | |
| **Teaching/ Learning Resources** | | Photos, videos, art paper, colors and traditional art tools | | |
| **Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy | | | | |
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| **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)** |
|  | Activate the previous knowledge  of the learners by making them  answer questions on the previous lesson. | | Engage learners to make a  simple beadwork using materials in the local community. | Use questions to review  their understanding of the lesson |
| Engage learners to play games and sing songs to begin the lesson | | Learners gather materials and tools available in their community. | Ask learners to summarize what they have learnt |
|  | | Demonstrate and guide learners to make a simple beadwork.  Allow learners to practice in groups following the steps provided  Learners to discuss and compare their artworks to the artworks studied. |  |
|  | Show learners a video or  pictures of the dance you want to teach. | | In our last performing arts  lesson, we learnt how to create our own dance moves. | Use questions to review  their understanding of the lesson |
|  | | Guide learners to pick a piece of music for the dance.  e.g. Adowa dance  Guide learners to determine the style and plan for the dance.  Show learners a video or pictures of the dance. | Ask learners to summarize what they have learnt |
|  | | Demonstrate the dance moves to learners as they observe. |  |
|  | | Have learners practice the moves in a formation dance |  |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 112 | | |
| **Learning Indicator(s)** | | B3.5.7.1.1-3 | | |
| **Performance Indicator** | | Learners can write more than five and six letter words correctly. | | |
| **Strand** | | Writing Conventions | | |
| **Sub strand** | | Integrating Grammar In Written Language (Spelling) | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **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 | | Let learners say the letters of the  alphabet. | Ask learners questions to  review their understanding of the lessson. |
| **Row, Row, Row Your Boat**" Row, row, row your boat, Gently down the stream.  Merrily, merrily, merrily, merrily,  Life is but a dream. | | Write four and five letter words on flashcards.  Show the cards to learners and lead them to mention the words.  Use the flashcards to encourage learners to write four and five letter words correctly in their books. | Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Let learners say the letters of the  alphabet.  Write five and six letter words on flashcards.  Show the cards to the learners and lead them to mention the words.  Use the flashcards to encourage learners to write five and six letter words correctly in their books. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Engage learners to sing songs  and recite rhymes | | Let learners say the letters of the  alphabet. | Ask learners to summarize  what they have learnt. |
| **Ding dong bell**. Pussy's at the well. Who took her there? Little Johnny Hare.  Who’ll bring her in? Little Tommy Thin. What a jolly boy was that  To get some milk for pussy cat, Who ne'er did any harm?  But played with the mice in his father's barn | | Write five and six letter words on flashcards.  Show the cards to learners and lead them to mention the words.  Encourage learners write more five and six-letter words correctly in their books.  Let learners say the words to the class. | Let learners say 5 words they remember from the lesson. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 41 | | |
| **Learning Indicator(s)** | | B3.4.6.4.7: | | |
| **Performance Indicator** | | Explain the meaning of body composition using fat and fat free body mass | | |
| **Strand** | | Physical Fitness Concepts, Principles And Strategies | | |
| **Sub strand** | | Body Composition | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **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)** |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Learners explain that body  composition is the relative percentage of fat muscles and fat free muscles (body).  The human body is grouped into two components; fat and everything else(FFM).  The FFM includes internal organs, bones, muscles, water, and connective tissues. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |



### SAMPLE LESSON NOTES-WEEK 11

BASIC THREE

# Fayol Inc.

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## SCHEME OF LEARNING- WEEK 11 BASIC THREE

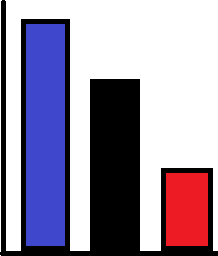
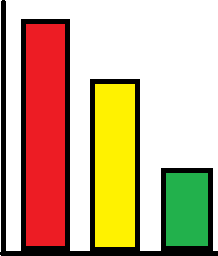
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| **Week Ending** | |  | | | | | | |
| **Class** | | Three | | | | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | | | | |
| **Reference** | | English Language curriculum Page | | | | | | |
| **Learning Indicator(s)** | | B3.1.10.1.1. | | B3.2.9.1.2. | B3.4.14.1.2. | B3.5.10.1.1. | | B3.6.1.1.1. |
| **Performance Indicator** | | 1. Learners can present ideas logically 2. Learners can recognize more than two hundred high frequency words with automaticity 3. Learners can make a radio/TV presentations/performances 4. Learners can spell phonically irregular words correctly 5. Learners can read a variety of age and level-appropriate books and summarize them | | | | | | |
| **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 | | | | | | | | |
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| **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 | Have learners recite familiar  rhymes.  FIVE LITTLE DUCKS  Five little ducks went out one day,  Over the hills and far away, Mother duck said “Quack, quack, quack”  But only 4 little ducks came back. | | A.**ORAL LANGUAGE**  Discuss important people (e.g. teachers, footballers, farmer, police officer, etc.) in learners’ community and what made them important.  Ask learners to prepare presentations on what they would like to be important for and why.  Have learners present their work logically. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Tuesday | Engage learners to sing songs  and recite familiar rhymes  LITTLE TOMMY TITTLEMOUSE  Little tommy tittle mouse Lived in a little house,  He caught fishes  In other men’s ditches. | | B.**READING**  Revise the knowledge of sight words through games.  Have learners identify sight words in texts using games such as Fishing and Lucky Dip.  Let learners use the sight words to construct meaningful sentences. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Wednesday | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson. | | C.**WRITING**  Let Learners rehearse presenting information on radio or TV. | | | | Give learners task to  complete while you go round the class to support those who might need extra help. | |

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|  |  | Have learners generate ideas,  plan and present them in groups as done on radio.  Assign groups to present their ideas to the whole class.  Plan for a live presentation/performance. | Have learners to read and  spell some of the keywords in the lesson |
| Thursday | Engage learners to sing songs  and recite familiar rhymes  THERE WAS A JOLLY MILLER ONCE  There was a jolly miller once Lived on the river Dee  He worked and sang from morn till night,  No lark as blithe as he,  And this the burden of his song Forever used to be,  I care for nobody, no not I,  And nobody cares for me. | D.**WRITING**  **CONVENTIONS & GRAMMAR USAGE**  (*Spelling*)  Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought.  Dictate the words for learners to spell. Have learners use these words in oral and written sentences. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
|  |  | Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell.  e.g. bought, answer, because, etc.   1. *I drink water.* 2. *Your is wrong.* 3. *I miss the class I was*   *late.*   1. *My father chocolate.* |  |
| Friday | Have a variety of age/level-  appropriate books for learners to make a choice from.  Guide learners to select books for readings | E. **EXTENSIVE READING**  Using the Author’s chair, introduce the reading/library time.  Introduce narratives, expository, procedural texts to learners. | Let learners summarize the  books they read to the whole class  Learners draw parts of the stories they read. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 73 | | |
| **Learning Indicator(s)** | | B3.4.1.1.1 B3.4.1.2.1 | | |
| **Performance Indicator** | | Gather and record Data using concrete graphs and pictographs to  solve problems | | |
| **Strand** | | Geometry and Measurement | | |
| **Sub strand** | | Data Collection And Organization | | |
| **Teaching/ Learning Resources** | |  | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **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 | Have learners play games  and recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Guide learners to use tallies,  checkmarks, charts, lists or tables to collect and organize data to answer a question.  Example: call ten students to the front of the class and sort them into groups; that is group of boys and group of girls.  Let learners identify the number of boys and girls in each group.  Have learners to use tallies to represent the number of boys and girls on a table. | Ask learners to tell you  what they have learnt  Give learners individual or home task |
| Tuesday | Have learners play games  and recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Guide learners to use tallies,  checkmarks, charts, lists or tables to answer questions, and justify the answers, based on the organized data.  Have learners to answer questions based on the data collected on the number of boys and girls.  Example: i. How many boys?   1. how many girls? 2. how many altogether? 3. more girls than boys. Yes/No 4. less boys than girls? Yes/No | Ask learners to tell you  what they have learnt  Give learners individual or home task |
| Wednesday | Have learners play games  and recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Let gather and bring all items that  can found in the classroom. Example: pencils, sharpeners,  erasers, crayons, bags, dusters, chalk, pens, etc.  Let them sort and group them. That is group of pencils, group of pens, etc. | Ask learners to tell you  what they have learnt  Give learners individual or home task |

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|  |  | Learners to count and identify the  number of items in each group.  Have learners to use tallies to represent the number of boys and girls on a table and answer questions based on the data collected. |  |
| Thursday | Have learners play games  and recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | Let learners Identify common  features of bar graphs that use one- to-many correspondence and use that understanding to create concrete graphs or pictographs, complete with title, labeled axes, key or legend, to represent data collected (up to 3 categories of data)  Draw a bar graph on the board depicting the food learners like best  **R I C E**  **& B**   1. **A** 2. **N**   **E K F**  **W U U F**  **U**  Learners to use the graph to answer and/or pose questions, and justify the answers, based on the organized data  e.g. “What is the class favorite food? | Ask learners to tell you  what they have learnt  Give learners individual or home task |
| Friday | Have learners play games  and recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | Let learners use a one-to-many  correspondence solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of one-to many bar graphs (up to 3 categories of data)  Draw a bar graph on the board depicting learners favorite colors  **B**  **B L**  **L A**  **U C**  **E K R**  **E**  **D**  Learners to use the graph to answer and/or pose questions, and justify the answers, based on the organized data  e.g. “What is the class favorite color? | Ask learners to tell you  what they have learnt  Give learners individual or home task |



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| **Week Ending** | |  | | | | |
| **Class** | | Three | | | | |
| **Subject** | | **SCIENCE** | | | | |
| **Reference** | | Science | | curriculum | Page 62 |  |
| **Learning Indicator(s)** | | B3.5.4.1.1 | | | | |
| **Performance Indicator** | | Identify human activities that pollute the atmosphere | | | | |
| **Strand** | | Humans And The Environment | | | | |
| **Sub strand** | | Climate Change | | | | |
| **Teaching/ Learning Resources** | | Pictures of smoke from mosquito coils, burning of pieces of paper | | | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | | | |
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| **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)** |
|  | Have learners play games and  recite familiar rhymes to begin the lesson | | Learners watch pictures and  videos on human activities that pollute the atmosphere. | | | Ask learners questions to  review their understanding of the lessson. |
| Using questions and answers, review their understanding of the previous lesson. | | Teacher explains to learners that “atmosphere” refers to the air around us. | | | Give learners task to do whiles you go round to guide those who need  help. |
|  | | Tell stories or talk about scenarios that pollute the atmosphere i.e. burning of waste and bush, exhaust fumes from moving cars etc. | | |  |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Introduce a simple game or  activity to help learners understand how the atmosphere gets polluted., e.g. smoke from mosquito coils, burning of pieces of paper and ask learners to tell where the smoke goes. | | | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | | Evaluate learners by asking them to talk about other activities that pollute the atmosphere. | | |  |
|  | | Teacher should not discuss things about climate doom that will scare the learners. | | |  |
|  | Let learners act as teachers to  review the previous lesson.  Encourage learners to pose questions for clarification | | Introduce a simple game or  activity to help learners understand how the atmosphere gets polluted.  Evaluate learners by asking them to talk about other activities that pollute the atmosphere. | | | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | | Teacher should not discuss things about climate doom that will scare the learners. | | |  |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 57 | | |
| **Learning Indicator(s)** | | B3.5.4.1.1. | | |
| **Performance Indicator** | | Identify the importance of technology in communication | | |
| **Strand** | | My Global Community | | |
| **Sub strand** | | Technology In Communication | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity | | | | |
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| **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)** |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson. | | Learners talk about ways of  communicating with others e.g. Storytelling, conversations, gesturing etc.  Learners talk about the importance of technology in communication,  e.g. it is faster, it is saves money, it makes us contact people easily. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Learners talk about how to  protect technology tools in communication,  e.g. handling with care, not leaving them in the Sun, cleaning them regularly.  Learners practice how to use mobile phone to communicate politely e.g. how to make a call and how to receive a call. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Let learners act as teachers to  review the previous lesson.  Encourage learners to pose questions for clarification | | Demonstrate to learners how to  speak on phone politely  Learners in groups, talk about how to speak on phone politely.  Have learners to draw and color any technological tool. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 22 | | |
| **Learning Indicator(s)** | | B3.4.2.1.1: | | |
| **Performance Indicator** | | Learners can explain the need to live in harmony with one another. | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Personal Safety In The Community | | |
| **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 | | | | |
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| **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)** |
|  | Display an image on the board  (relating to the topic) but cover it up.  Every time a student a student answers a question then show a little bit of the image.  The first person to guess the correct image wins. | | Have learners mention ways of  living in harmony with one another.  Discuss the need to live in harmony with one another: to promote peace and unity, law and order, growth and development, etc.  In a Think-Pair-Share session, let learners talk about attitudes and behaviors that promote harmonious living at home, school, community, etc. | 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. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page | | |
| **Learning Indicator(s)** | | B3.3.1.1.1 | | |
| **Performance Indicator** | | Learners can describe how the Europeans settled on the Gold Coast,  including forming alliances with the local chiefs. | | |
| **Strand** | | Europeans in Ghana | | |
| **Sub strand** | | Arrival of Europeans | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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 | | | | |
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| **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)** |
|  | Put students into pairs and hand  out a wad of sticky notes to each pair.  They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers.  The learner who guess right wins | | Explain why other Europeans  who came later also settled on the Gold Coast  Learners use the internet to find out the castles and forts the Europeans built.  Have learners to design a poster of the forts and castles. | 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 sing songs  and play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson | | Let learners Investigate how the  Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people.  Learners present their findings in groups to the whole class.  Let learners sketch a map to show some of the european alliances. | 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 |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B3.2.3.4. B3.2.3.5. | | |
| **Performance Indicator** | | Learners can plan for a display of own artworks to share creative experiences | | |
| **Strand** | | Visual Arts & Performing Arts | | |
| **Sub strand** | | Displaying and Sharing | | |
| **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 | | | | |
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| **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 pictures and videos of  the artwork to exhibit.  Engage learners to sing songs about work. | | Guide learners to plan an  arrangement of own artworks to share, educate and inform the public on topical issues of the local community.  Learners should select a theme for their art. E.g. go green or save trees.    Learners should plan their art in a sketch form. | Teacher moves round the  class to monitor the progress of learners in their sketches.  Encourage learners to come out with good sketches.  Give out manual invitations cards to learners to be given to their parents. |
|  | Show pictures and videos of  the artwork to exhibit.  Engage learners to sing songs about work. | | Organize a place for the  exhibition.  Invite other teachers to witness the artwork. Set the stage for learners to display their artwork.  Evaluate individual art and allow pupils to talk about them in the form of appraisal.  Discuss the moral lessons in the song. | Appreciate and thank  parents for their presence.  Let learners organize themselves to clean up the place after the exhibition. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 115 | | |
| **Learning Indicator(s)** | | B3.6.3.1.1-2 | | |
| **Performance Indicator** | | Learners can read stories with correct intonation. | | |
| **Strand** | | Extensive Reading/Children’s Literature/ Library | | |
| **Sub strand** | | Reading Short Stories and Respond to Them | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **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 **Hot Cross Buns** Hot cross buns! Hot cross buns!  One ha' penny. Two ha' penny. Hot cross buns!  If you have no daughters. Give them to your sons  One ha' penny, Two ha' penny. Hot Cross Buns! | | Read a story with correct  intonation to the class.  Lead learners to learn how to read stories with correct intonation.  Call learners out one after the other to read the story.  Ask questions based on the story read for learners to answer. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners play games and  recite familiar rhymes to begin the lesson | | Discuss with learners where to  locate the title and author of a book. | Ask learners to summarize  what they have learnt. |
| Using questions and answers, review their understanding of the previous lesson | | Let learners bring out any reading book from the cupboard and lead them to mention titles and authors of the books they have. | Let learners say 5 words they remember from the lesson. |
|  | | Lead learners read the stories with correct intonation. |  |
|  | Engage learners to sing songs  and recite rhymes **Round and Round the Garden**  Round and round the garden Like a teddy bear.  One step. Two step, Tickle you under there. | | Guide learners to choose  appropriate story books from the class library.  Lead them to mention titles and authors of the books they have.  Lead learners read the stories with correct intonation. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | | Ask questions based on the story read for learners to answer. |  |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 42 | | |
| **Learning Indicator(s)** | | B3.5.3.5.3 | | |
| **Performance Indicator** | | Use verbal and nonverbal communication to improve practice. | | |
| **Strand** | | Values And Psychosocial Concepts, Principles And Strategies | | |
| **Sub strand** | | Group Dynamics | | |
| **Teaching/ Learning Resources** | | Photos, videos, art paper, colors and traditional art tools | | |
| **Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy | | | | |
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| **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)** |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Positive feedbacks is a tool  when used well, increases and enhances performance in physical activities.  It can verbal and non-verbal. Example: clapping, shouting, cheering, thumps up, smiling, eye contact, relaxed posture etc.  Engage Learners to improve on their practice as they receive positive verbal and non-verbal feedback from their peers, teacher, etc. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |



### SAMPLE LESSON NOTES-WEEK 12

BASIC THREE

# Fayol Inc.

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## SCHEME OF LEARNING- WEEK 12 BASIC THREE

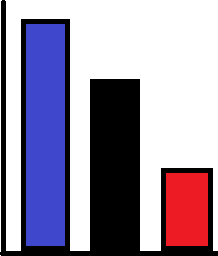
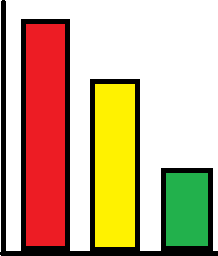
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| **Week Ending** | |  | | | | | | |
| **Class** | | Three | | | | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | | | | |
| **Reference** | | English Language curriculum Page | | | | | | |
| **Learning Indicator(s)** | | B3.1.10.1.2. | | B3.2.9.1.3. | B3.4.14.1.2. | B3.5.10.1.1. | | B3.6.1.1.1. |
| **Performance Indicator** | | 1. Learners can use appropriate verbal and non-verbal cues to convey   meaning while speaking   1. Learners can use self-correction strategy to make meaning from texts (repeated) 2. Learners can make a radio/TV presentations/performances 3. Learners can spell phonically irregular words correctly 4. Learners can read a variety of age and level-appropriate books and summarize them | | | | | | |
| **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 | | | | | | | | |
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| **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 | Have learners recite familiar  rhymes.  FIVE LITTLE DUCKS  Five little ducks went out one day,  Over the hills and far away, Mother duck said “Quack, quack, quack”  But only 4 little ducks came back. | | A.**ORAL LANGUAGE**  Demonstrate use of appropriate posture, verbal and non-verbal cues to communicate meaning, e.g. nodding, smiling, etc. to show approval.  Discuss the various non-verbal cues (e.g. facial expression, eye contact, crossed arms, etc.) you used and their meanings with learners. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
|  |  | | Let the groups plan their presentations on an appropriate topic. | | | |  | |
|  |  | | Give each group time to present and have the class talk about the appropriate verbal and non-verbal cues used | | | |  | |
| Tuesday | Engage learners to sing songs  and recite familiar rhymes  LITTLE TOMMY TITTLEMOUSE  Little tommy tittle mouse Lived in a little house,  He caught fishes  In other men’s ditches. | | B.**READING**  Have learners use self- correction strategy as they pronounce words in a read aloud lesson.  Check for intonation and pace as they read to make meaning | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |

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| Wednesday | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson. | C.**WRITING**  Let Learners rehearse presenting information on radio or TV.  Have learners generate ideas, plan and present them in groups as done on radio. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
|  |  | Assign groups to present their ideas to the whole class. |  |
|  |  | Plan for a live presentation/performance. |  |
| Thursday | Engage learners to sing songs  and recite familiar rhymes  THERE WAS A JOLLY MILLER ONCE  There was a jolly miller once Lived on the river Dee  He worked and sang from morn till night,  No lark as blithe as he,  And this the burden of his song Forever used to be,  I care for nobody, no not I, And nobody cares for me. | D.**WRITING**  **CONVENTIONS & GRAMMAR USAGE**  (*Spelling*)  Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought.  Dictate the words for learners to spell. Have learners use these words in oral and written sentences.  Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell.  e.g. bought, answer, because, etc.   1. *I drink water.* 2. *Your is wrong.* 3. *I miss the class I was*   *late.*   1. *My father chocolate.* | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Friday | Have a variety of age/level-  appropriate books for learners to make a choice from.  Guide learners to select books for readings | E. **EXTENSIVE READING**  Using the Author’s chair, introduce the reading/library time.  Introduce narratives, expository, procedural texts to learners. | Let learners summarize the  books they read to the whole class  Learners draw parts of the stories they read. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 73 | | |
| **Learning Indicator(s)** | | B3.4.1.1.1 B3.4.1.2.1 | | |
| **Performance Indicator** | | Gather and record Data using concrete graphs and pictographs to solve  problems | | |
| **Strand** | | Geometry and Measurement | | |
| **Sub strand** | | Data Collection And Organization | | |
| **Teaching/ Learning Resources** | | Class Registers, School Based Assessment | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **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 | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Guide learners to use tallies,  checkmarks, charts, lists or tables to collect and organize data to answer a question.  Example: call ten students to the front of the class and sort them into groups; that is group of boys and group of girls.  Let learners identify the number of boys and girls in each group.  Have learners to use tallies to represent the number of boys and girls on a table. | Give learners task to complete  whiles you go round to guide those who don’t understand.  Give remedial learning to those who may need special help. |
| Tuesday | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Guide learners to use tallies,  checkmarks, charts, lists or tables to answer questions, and justify the answers, based on the organized data.  Have learners to answer questions based on the data collected on the number of boys and girls.  Example: i. How many boys?   1. how many girls? 2. how many altogether? 3. more girls than boys. Yes/No 4. less boys than girls? Yes/No | Give learners task to complete  whiles you go round to guide those who don’t understand.  Give remedial learning to those who may need special help. |
| Wednesday | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Let gather and bring all items  that can found in the classroom. Example: pencils, sharpeners, erasers, crayons, bags, dusters, chalk, pens, etc.  Let them sort and group them. That is group of pencils, group of pens, etc. | Give learners task to complete  whiles you go round to guide those who don’t understand.  Give remedial learning to those who may need special help. |

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|  |  | Learners to count and identify  the number of items in each group.  Have learners to use tallies to represent the number of boys and girls on a table and answer questions based on the data collected. |  |
| Thursday | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | Let learners Identify common  features of bar graphs that use one-to-many correspondence and use that understanding to create concrete graphs or pictographs, complete with title, labeled axes, key or legend, to represent data collected (up to 3 categories of data)  Draw a bar graph on the board depicting the food learners like best  **R I C E**  **& B**   1. **A** 2. **N**   **E K F**  **W U U F**  **U**  Learners to use the graph to answer and/or pose questions, and justify the answers, based on the organized data  e.g. “What is the class favorite food? | Give learners task to complete  whiles you go round to guide those who don’t understand.  Give remedial learning to those who may need special help. |
| Friday | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | Let learners use a one-to-many  correspondence solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of one-to many bar graphs (up to 3 categories of data)  Draw a bar graph on the board depicting learners favorite colors  **B**  **B L**  **L A**  **U C**  **E K R E**  **D**  Learners to use the graph to answer and/or pose questions, | Give learners task to complete  whiles you go round to guide those who don’t understand.  Give remedial learning to those who may need special help. |



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|  |  | and justify the answers, based  on the organized data  e.g. “What is the class favorite color? |  |

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| **Week Ending** | |  | | | | |
| **Class** | | Three | | | | |
| **Subject** | | **SCIENCE** | | | | |
| **Reference** | | Science | | curriculum | Page 62 |  |
| **Learning Indicator(s)** | | B3.5.4.1.1 | | | | |
| **Performance Indicator** | | Identify human activities that pollute the atmosphere | | | | |
| **Strand** | | Humans And The Environment | | | | |
| **Sub strand** | | Climate Change | | | | |
| **Teaching/ Learning Resources** | | Pictures of smoke from mosquito coils, burning of pieces of paper | | | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision | | | | | | |
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| **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)** |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson. | | Learners watch pictures and  videos on human activities that pollute the atmosphere.  Teacher explains to learners that “atmosphere” refers to the air around us.  Tell stories or talk about scenarios that pollute the atmosphere i.e. burning of waste and bush, exhaust fumes from moving cars etc. | | | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Introduce a simple game or  activity to help learners understand how the atmosphere gets polluted., e.g. smoke from mosquito coils, burning of pieces of paper and ask learners to tell where the smoke goes.  Evaluate learners by asking them to talk about other activities that pollute the atmosphere.  Teacher should not discuss things about climate doom that will scare the learners. | | | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Let learners act as teachers to  review the previous lesson.  Encourage learners to pose questions for clarification | | Introduce a simple game or  activity to help learners understand how the atmosphere gets polluted.  Evaluate learners by asking them to talk about other activities that pollute the atmosphere.  Teacher should not discuss things about climate doom that will scare the learners. | | | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 57 | | |
| **Learning Indicator(s)** | | B3.5.4.1.1. | | |
| **Performance Indicator** | | Identify the importance of technology in communication | | |
| **Strand** | | My Global Community | | |
| **Sub strand** | | Technology In Communication | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving and Cultural Identity | | | | |
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| **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)** |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson. | | Learners talk about ways of  communicating with others e.g. Storytelling, conversations, gesturing etc.  Learners talk about the importance of technology in communication,  e.g. it is faster, it is saves money, it makes us contact people easily. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Learners talk about how to  protect technology tools in communication,  e.g. handling with care, not leaving them in the Sun, cleaning them regularly.  Learners practice how to use mobile phone to communicate politely e.g. how to make a call and how to receive a call. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Let learners act as teachers to  review the previous lesson.  Encourage learners to pose questions for clarification | | Demonstrate to learners how  to speak on phone politely  Learners in groups, talk about how to speak on phone politely.  Have learners to draw and color any technological tool. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 22 | | |
| **Learning Indicator(s)** | | B3.4.2.1.1: | | |
| **Performance Indicator** | | Learners can explain the need to live in harmony with one another. | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Personal Safety In The Community | | |
| **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 | | | | |
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| **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)** |
|  | Display an image on the board  (relating to the topic) but cover it up.  Every time a student a student answers a question then show a little bit of the image.  The first person to guess the correct image wins. | | Have learners mention ways of  living in harmony with one another.  Discuss the need to live in harmony with one another: to promote peace and unity, law and order, growth and development, etc.  In a Think-Pair-Share session, let learners talk about attitudes and behaviors that promote harmonious living at home, school, community, etc. | 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. |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page 19 | | |
| **Learning Indicator(s)** | | B3.3.1.1.1 | | |
| **Performance Indicator** | | Learners can describe how the Europeans settled on the Gold Coast,  including forming alliances with the local chiefs. | | |
| **Strand** | | Europeans in Ghana | | |
| **Sub strand** | | Arrival of Europeans | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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 | | | | |
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| **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)** |
|  | Put students into pairs and hand  out a wad of sticky notes to each pair.  They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers.  The learner who guess right wins | | Explain why other Europeans  who came later also settled on the Gold Coast  Learners use the internet to find out the castles and forts the Europeans built.  Have learners to design a poster of the forts and castles. | 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 sing songs  and play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson | | Let learners Investigate how the  Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people.  Learners present their findings in groups to the whole class.  Let learners sketch a map to show some of the european alliances. | 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 |

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| **Week Ending** | |  | | | |
| **Class** | | Three | | | |
| **Subject** | | **CREATIVE ARTS** | | | |
| **Reference** | | Creative Arts curriculum | | Page |  |
| **Learning Indicator(s)** | | B3.1.4.6 B3.2.4.7 | | | |
| **Performance Indicator** | | Learners can use the agreed guidelines to examine and derive meaning  from own artworks | | | |
| **Strand** | | Visual Arts & Performing Arts | | | |
| **Sub strand** | | Appreciating and Appraising | | | |
| **Teaching/ Learning Resources** | | Photos, videos, art paper, colors and traditional art tools, | | | |
| **Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy | | | | | |
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| **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 begin the lesson.  Review learners understanding in the previous  lesson using questions and answers | | Let learners use their senses to  appreciate and appraise their own artworks.  Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. clay pot | | Assessment: Present  learners with different artworks for them to use the guidelines in appreciating and appraising. |
|  | | Theme: *Unity*  Subject matter:  *Historical*  Media: *Clay*  Techniques: *coiling method*  Uses: *for fetching and storing water* Future modification: *addition of handles* | | Summarize lesson activities with learners. |
|  | Engage learners to play games  and sing songs to begin the lesson.  Review learners understanding in the previous lesson using questions and answers | | Performing artworks include dance,  music and drama.  Let learners use their senses to appreciate and appraise their own artworks.  Make decisions on agreed guidelines to appreciate and appraise an  artwork. E.g. Agbadza dance | | Review the lesson  activities through questions and answers. |
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|  | | Let learners talk about the theme, gestures, makeup, costume, stage use and stage setting as they watch the video or pictures of the dance. | |  |



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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 115 | | |
| **Learning Indicator(s)** | | B3.6.3.1.3-4 | | |
| **Performance Indicator** | | Learners can answer questions based on a passage read. | | |
| **Strand** | | Extensive Reading/Children’s Literature/ Library | | |
| **Sub strand** | | Reading Short Stories and Respond to Them | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **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)** |
|  | Write words on th board  and cover parts with a smiley for learners to guess the  word | | Let learners scan through the  reading book and write down the words that are unfamiliar to them. | Ask learners questions to  review their understanding of the lessson. |
| Have learners sing songs to begin the lesson | | Put learners into groups to compare the words that they have written and come out with one list. | Give learners task to do whiles you go round to guide those who need  help. |
|  | | Let each group write their words on the board and lead them to pronounce the words as a group and individually. |  |
|  | Have learners play games  and recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Discuss the meaning of some of the  words with learners and encourage them to find the meaning of the other words.  Lead learners to read a passage from the class reader and let learners read the passage as a group and then individually. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | | Ask questions for learners to answer. |  |
|  | Draw or print pictures of  vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them | | Guide learners to choose  appropriate story books from the class library.  Lead them to identify and write down all the unfamiliar words in it. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | | Lead learners find the meaning of the words and read the stories with correct intonation. |  |
|  | | Ask questions based on the story read for learners to answer. |  |

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| **Week Ending** | |  | | |
| **Class** | | Three | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page | | |
| **Learning Indicator(s)** | | B3.5.4.5.4: | | |
| **Performance Indicator** | | Demonstrate how to solve a problem with another person during  physical activity. | | |
| **Strand** | | Values And Psychosocial Concepts, Principles And Strategies | | |
| **Sub strand** | | Critical Thinking | | |
| **Teaching/ Learning Resources** | | Photos, videos, art paper, colors and traditional art tools | | |
| **Core Competencies:** Learners develop skills such as cooperation, tolerance, peace, etc | | | | |
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| **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)** |
|  | Write words on th board and  cover parts with a smiley for learners to guess the word  Have learners sing songs to begin the lesson | | Learners embrace their peers  after physical activities as a means of solving personal problems.  Learners make it a habit of embracing one other after physical activity as a means of solving problems. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |