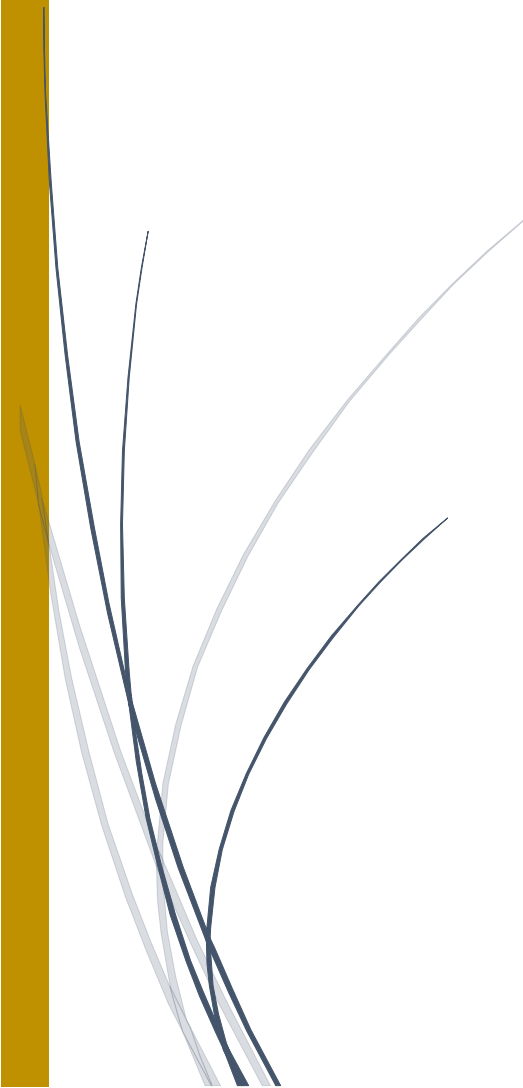


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SAMPLE LESSON NOTES-WEEK I
BASIC THREE

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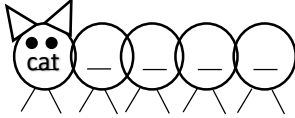
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SCHEME OF LEARNING- WEEK I

BASIC THREE

Name of School.....

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		<p>A. Learners can express a greater variety of communicative meaning.</p> <p>B. Learners can ask and answer factual, inferential and vocabulary questions about level-appropriate texts.</p> <p>C. Learners can present ideas logically</p> <p>D. Learners can Identify prepositions in sentences to indicate directions and means, e.g. by bus.</p> <p>E. Learners can read a variety of age and level-appropriate books and summarize them</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>ONE POTATO, TWO POTATOES</u> One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p> <p>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more</p>	<p><u>A. ORAL LANGUAGE</u> (Conversation Pg.74)</p> <p>Show learners conversational posters to talk about. E.g. causes of road accidents.</p> <p>Let learners role-play topics or themes discussed.</p> <p>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.</p> <p>Guide learners to express a variety of communicative meanings.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>
Tuesday	<p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor.</p> <p>Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.</p>	<p><u>B. READING</u> (comprehension Pg.86)</p> <p>Have learners brainstorm on the topic on which they will answer questions.</p> <p>Ask learners to read and answer simple pre-reading questions as you guide them.</p> <p>Guide learners to ask and answer factual, inferential and vocabulary questions on the passage read.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>

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


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			
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, 3,4,5,6,7,8,9... 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 learners to sing the song <u>WE CAN COUNT</u> 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.

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



Week Ending			
Class	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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Revise with learners to investigate the function of batteries in electronic devices</p> <p>Learners mention common examples of household electronic appliances.</p> <p>Provide learners with electronic toys that operate on batteries.</p> <p>Learners discuss how the toys will behave without the battery.</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p>
	<p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>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.</p> <p>Learners listen to a story on the history of how electricity was first produced.</p> <p>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.</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p> <p>Give learners home task to build a paper circuit using a graphite pencil, battery and LED.</p>
	<p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners demonstrate how to produce electricity from simple sources such as dry cells (batteries) to light a torch or a lamp.</p> <p>Ask learners to discuss the sources of the electricity they use at home</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p>

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Revise with learners on the ways of conserving water.</p> <p>Learners talk about the importance of conserving energy in the home.</p> <p>Learners identify positive attitudes towards energy conservation e.g. i. switch off light when not in use, ii. use energy saving bulbs. iii. put all gadgets off when leaving home</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p>
	<p>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</p>	<p>Learners talk about the importance of conserving energy in the home.</p> <p>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</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p>
	<p>Use questions and answers to review what they learnt in the previous lesson</p>	<p>Learners talk about the importance of conserving energy in the home.</p> <p>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</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p>

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners to sing some religious songs they are familiar with.</p> <p>Invite learners to read genesis 12:1-20 in the Bible.</p> <p>Ask learners to talk about the scriptures that have been read.</p>	<p>Lead learners to identify the promises God made to humankind: the call of Abraham (Ibrahim)-God promised him with eternal life.</p> <p><u>The call of Abraham</u> 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.</p> <p>In groups, let learners discuss the calls of Abraham (Ibrahim).</p> <p>Let learners present their work to class for discussion.</p> <p>Let learners role-play the call of Abraham (Ibrahim).</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p>

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to sing songs and play games to get them ready for lesson.</p> 	<p>Name Ghanaian entrepreneurs of note e.g. B.A. Mensah of Pioneer Tobacco Ltd.</p> <p>Retell the live stories of any of these entrepreneurs from a documentary show.</p> <p><u>BENJAMIN AMPONSAH MENSAH</u> Benjamin Amponsah Mensah was born on Saturday 13 September, 1924 in Kumahu Ashanti. He was the 8th out of 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.</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p> <p>Give learners home task to match names of key individuals along with their quotes.</p>
	<p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners to Identify some of his contributions to nation development</p> <p>Let learners talk about how his work inspires them and give reasons.</p> <p>Learners to talk about their future aspirations and career options.</p> <p>Give guidance as to how to achieve those aspirations.</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson</p>

Week Ending	
Class	Three
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B3 I.I.I.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	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Learners sing songs and recite rhymes about work.</p> <p>Learners mention some visual artworks produced in Ghana.</p> 	<p>Learners are to study the artworks produced or found in other countries in Africa.</p> <p><u>NNENNA OKORE</u> 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.</p> <p>Let learners talk about other visual artist they are familiar with.</p>	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p> <p>Learners retell the history of Nnenna Okore in groups</p>
	<p>Call learners to recall some history facts about Nnenna Okore.</p> <p>Use series of questions to review their understanding in the previous lesson</p>	<p>Show pictures of his artworks to learners for them to generate their own ideas.</p>  <p>Assessment: learners to use ideas generated to create their own artworks</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Teacher moves round the classroom to monitor the progress of learners based on the task given them</p> <p>Learners display their artworks for appreciation</p>

Week Ending	
Class	Three
Subject	GHANAIA N 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	

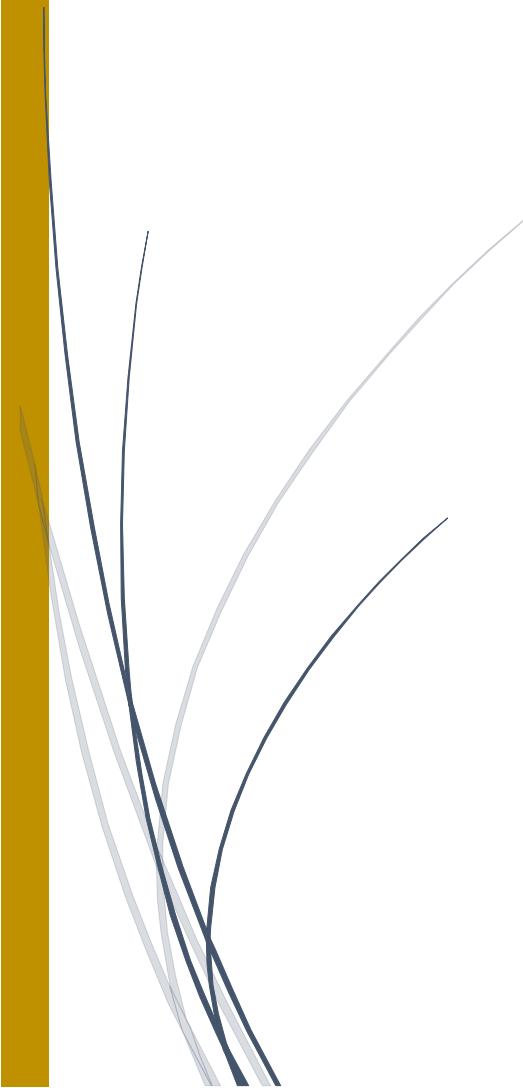
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Lead learners to sing a song.</p> <p>Engage learners to play the crossword game</p> <p>Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available.</p>	<p>Write and show the question words on flashcards to learners.</p> <p>Lead learners to read the question words. Use the question words to form questions and lead learners to read.</p> <p>Use the flashcards to assist learners to recognize when to use question words. “what”, “who”, “where”, “when”.</p> <p>Let learners form their own questions using the question words discussed.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Activate the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Write and show the question words on flashcards to learners.</p> <p>Lead learners to read the question words. Use the question words to form questions and lead learners to read.</p> <p>Use the flashcards to assist learners to recognize when to use question words. “what”, “who”, “where”, “when”.</p> <p>Let learners form their own questions using the question words discussed.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Flash letter cards to learners for them to make its sounds.</p> <p>Ask pupils to write some letters in the air as you mention them</p>	<p>Write the question words on flashcards.</p> <p>Lead learners to read the question words. Use the question words to form questions and lead learners to read.</p> <p>Use the flashcards to assist learners to recognize when to use question words.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

		<p>Write questions using the question words 'what', 'when and 'how' and 'why' on the board.</p> <p>Lead learners to read the questions. Let them read the questions in turns.</p> <p>Let learners form their own questions using the question word 'what', 'when and 'how' and 'why'.</p>	
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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			
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

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SAMPLE LESSON NOTES-WEEK 2
BASIC THREE


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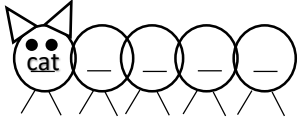
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SCHEME OF LEARNING- WEEK 2

BASIC THREE

Name of School.....

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		<p>A. Learners can listen to and interact actively within information texts</p> <p>B. Learners can retell level-appropriate text in own, explain and illustrate</p> <p>C. Learners can add more details of a story structure to narrative stories</p> <p>D. Learners can Identify prepositions in sentences to indicate directions and means</p> <p>E. Learners can read a variety of age and level-appropriate books and summarize them</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to play the ball game.</p> <p>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.</p> 	<p>A. ORAL LANGUAGE (Listening Comprehension)</p> <p>Read an appropriate text to learners.</p> <p>Before reading, let learners think-pair- share, and talk about what they already know (K) about the topic.</p> <p>Have learners ask questions about what they want to know (W).</p> <p>While you read the text, pause often to give the children the chance to share what they have learned</p> <p>Let learners answer the questions they asked before reading.</p> <p>After the reading, have learners share what they have learned.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>
Tuesday	<p>Write some sight words on the board and cover parts with smileys for learners to guess the word</p> <p>e.g.</p> <p>E L 😊 P H 😊 N 😊</p> <p>W 😊 😊 O W</p> <p>😊 E L E V I S I 😊 N</p>	<p>B. READING (Comprehension)</p> <p>Ask a few questions to review the text/story to be retold.</p> <p>Have learners narrate or retell the story passage using the herring bone or story map strategy.</p> <p>The narration should be sequential to make the story understood.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>

		In groups, let learners re tell the story by adding more details to it.	
Wednesday	<p>Engage learners to play the “Phonic caterpillars” game.</p> <p>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</p> 	<p>C. WRITING (Narrative Writing)</p> <p>Read a short narrative story to learners; concentrate on the setting and the characters.</p> <p>Let learners narrate their experiences.</p> <p>Assist learners to pick a topic. e. g. The traffic light.</p> <p>Let learners write on the topic, narrating their experience. E.g. <i>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.</i></p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>
Thursday	<p>Write three facts about the coronavirus on the board and ask learners to make their stands whether they agree or not.</p> <p>e.g. i. <i>one can contract the virus through eating infected foods.</i> iii. <i>Staying at home cannot prevent the spread of the virus</i></p> <p>let learners make their choices of each question by saying “I AGREE”, “I DISAGREE”. Let learners explain their choices.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (Using Simple Prepositions)</p> <p>Provide sample sentences. e.g. means -We are going home by bus. <i>direction</i> - The monkey is climbing up the tree.</p> <p>Guide learners to discover the meaning of the sentences.</p> <p>Draw learners’ attention to the words as prepositions.</p> <p>Have learners complete sentences with given prepositions that indicate “means and direction”. e.g. <i>Mr. Badu is travelling _____ train.</i></p>	<p>Have learners complete sentences with the appropriate prepositions. i. <i>My friend lives <u>across</u> the street from me.</i> ii. <i>The ducks are eating <u>along</u> the river.</i> iii. <i>The girl was sitting <u>among</u> her friends.</i> iv. <i>They told stories <u>around</u> the campfire</i></p>
Friday	<p>Have a variety of age/level-appropriate books for learners to make a choice from.</p> <p>Guide learners to select books for readings</p>	<p>E. EXTENSIVE READING</p> <p>Using the Author’s chair, introduce the reading/library time.</p> <p>Introduce narratives, expository, procedural texts to learners.</p>	<p>Let learners summarize the books they read to the whole class</p> <p>Learners draw parts of the stories they read.</p>

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			
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

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well.</p> <p>Engage learners to sing songs and recite rhymes that they are familiar with</p>	<p>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.</p> <p>Learners are engaged to do the following activities: scrambling of paper and metal foils, pushing objects in the classroom, squeezing empty plastic bottles etc.</p> <p>Learners talk about the activities they performed.</p> <p>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.</p>	<p>What have we learnt today?</p> <p>How forces causes movement.</p> <p>Have learners to summarize the lesson using the “3-2-” strategy. That is say 3 things they remember in the lesson.</p> <p>Write 2 questions for a partner or class</p> <p>And 1 interesting fact in the lesson</p>
	<p>Have learners solve riddles about the previous lesson.</p> <p>i. I cause objects to move. What am I?</p> <p>ii. You need me to push a car. What am I?</p> <p>iii. I can change the shape of objects when applied to it. Who am I?</p>	<p>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</p> <p>Individually or in groups, learners draw their favorite simple machines and color them.</p> <p>Learners create simple machines from cardboards</p> <p>Ask learners the machines they will use to do the following activities: weeding, sweeping, digging, tightening a bolt and knot, and explain why</p>	<p>Divide the class into 2 teams. One player serves a question about the lesson and chose a player in the other team to answer.</p>
	Engage learners to sing songs and recite rhymes that they are familiar with.	Ask learners the following questions: <i>What is force?</i> <i>How is force described?</i>	Ask learners questions to review their understanding of the lesson.

	<p>Review learners understanding in the previous lesson through questions and answers</p>	<p><i>What forces do you observe in everyday life?</i></p> <p>Learners are engaged in simple demonstrations on how forces cause movement.</p> <p>(1) Rubbing pens in the hair and using it to pick pieces of paper.</p> <p>(2) Using a magnet to attract iron nails or pins.</p> <p>(3) Throwing stones into water in a bucket will cause the water to shake.</p> <p>(4) Push a toy car down on the floor.</p>	<p>Have learners to say 5 words to express their thoughts of the lesson</p>
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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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners to listen to some ghanaiian patriotic songs.</p> <p>Example: Asem Yi Dika.</p> <p>Have learners sing parts of the song.</p>	<p>Guide learners, through questions and answers, to explain energy conservation e.g. the prevention of the wasteful usage of energy.</p> <p>Guide learners, through think-pair-share, to talk about strategies for energy conservation, e.g. • <i>using solar or wind energy instead of petroleum,</i> • <i>making efforts to reduce the consumption of energy (e.g. turning off lights when leaving the room and</i> • <i>recycling plastics or paper, using more natural light from the sun).</i></p>	<p>What have we learnt today?</p> <p>Ways of conserving energy.</p> <p>Have learners write a summary report of the lesson to a classmate who was absent.</p>
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Describe conserving energy in their homes or in the community, using small group drama.</p> <p>Learners talk about ways of conserving energy, e.g. turning off the light, television, iron and fan after use.</p> <p>Learners sing and recite rhymes on how energy can be conserved in the community.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Review learners understanding in the previous lesson using questions and answers.</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners role play how energy can be conserved in the community.</p> <p>Learners reflect on what they can do to serve as ambassadors for energy efficiency and energy conservation in their homes and communities</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners to say 5 words to express their thoughts of the lesson</p>

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners to sing some religious songs they are familiar with.</p> <p>Invite learners to read the chapters 3&4 of Exodus in the Bible.</p> <p>Ask learners to talk about the scriptures that have been read.</p>	<p>Lead learners to identify the promises God made to humankind: the call of Moses (Musa), etc.</p> <p><u>The call of Moses</u> 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.</p> <p>In groups, let learners discuss the call of Moses (Musa).</p> <p>Let learners present their work to class for discussion.</p> <p>Let learners role-play the call of Moses (Musa).</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p>

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to sing songs and play games to get them ready for lesson</p>	<p>Name Ghanaian entrepreneurs of note e.g. Winifred Tete-Ansah.</p> <p>Retell the live stories of any of these entrepreneurs from a documentary show.</p> <p><u>WINIFRED TETE ANSAH</u> 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.</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p> <p>Give learners home task to match names of key individuals along with their quotes.</p>
	<p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners to Identify some of his contributions to nation development</p> <p>Let learners talk about how his work inspires them and give reasons.</p> <p>Learners to talk about their future aspirations and career options.</p> <p>Give guidance as to how to achieve those aspirations.</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson</p>

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

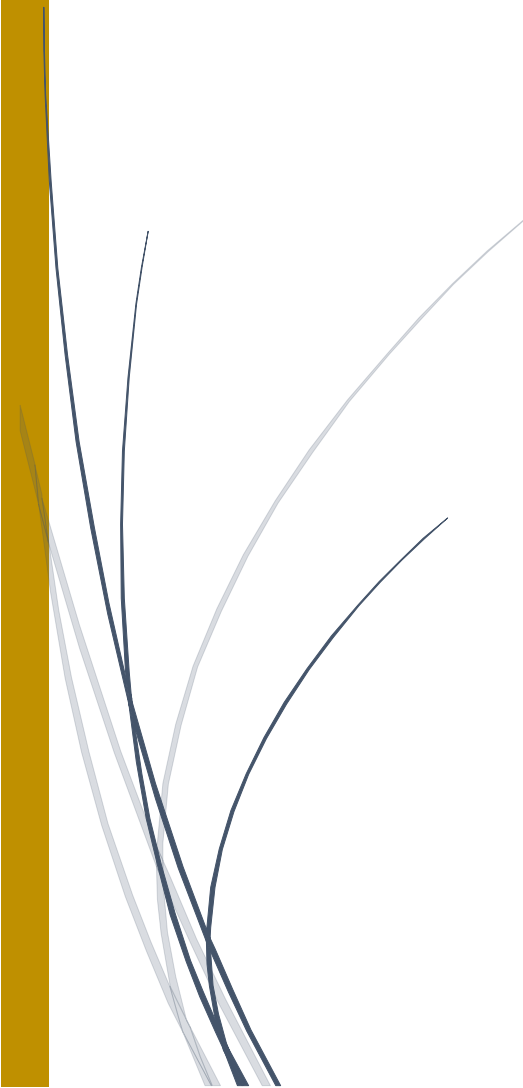
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>show pictures of people performing the Indlamu dance to learners'</p> <p>let learners observe and talk about the pictures</p> 	<p>Learners are to study the music, dance and drama produced or performed in other countries in Africa</p> <p><u>Atilogwu Dance of Nigeria.</u> Atilogwu is a traditional spirited youth dance from the Igbo ethnic group of Nigeria that focuses on vigorous body movement and often includes acrobatics.</p> <p>Have learners examine the resources, elements, instruments available for composing and performing the arts under study and how they are acquired</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p>
	<p>Review the previous lesson with questions and answers</p>	<p>Invite a resource person to demonstrate the dance to learners.</p> <p>Assessment: Learners dance in groups and in turns</p>	<p>Learners observe and appreciate the performance of others</p>

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			
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

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			
DAYS	PHASE I: 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 while 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

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SAMPLE LESSON NOTES-WEEK 3
BASIC THREE

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Fayol Inc.
0547824419/0549566881 sirhoa1@gmail.com

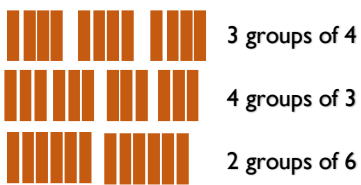
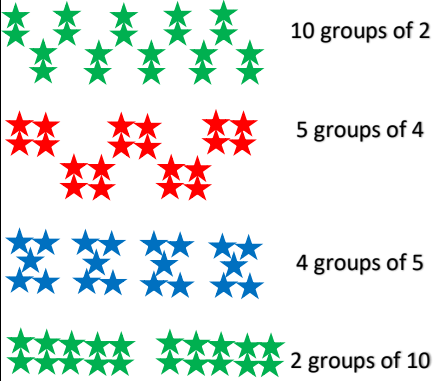
SCHEME OF LEARNING- WEEK 3











BASIC THREE


Name of School.....



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		<p>A. Learners can recognize and relate the sequence of events in stories.</p> <p>B. Learners can demonstrate understanding of the purpose and features of poems or rhymes and fables.</p> <p>C. Learners can engage and orient the reader by establishing a context and introducing a narrative.</p> <p>D. Learners can Identify prepositions in sentences to indicate directions and means.</p> <p>E. Learners can read a variety of age and level-appropriate books and summarize them.</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>A. ORAL LANGUAGE (Listening Comprehension)</p> <p>Read a narrative text aloud to learners.</p> <p>Put learners in groups to identify and talk about the parts of the story (e.g. beginning, middle and end).</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Let learners read and spell the keywords written on the board</p>
Tuesday	<p>Engage learners to recite a few rhymes with actions</p> <p><u>GOOSEY GOOSEY GANDER</u> 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.</p>	<p>B. READING (Comprehension)</p> <p>Introduce the lesson with before reading activities, singing, reciting, prediction, etc.</p> <p>Have learners read a text and identify its purpose and features. Guide them with questions to do this.</p> <p>Let learners transfer the same ideas to other types of texts.</p> <p>Use think-pair-share to have learners compare ideas.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Let learners read and spell the keywords written on the board</p>
Wednesday	<p>Engage learners to recite a few rhymes with actions</p> <p><u>LITTLE TEA POT</u> I am a little tea pot</p>	<p>C. WRITING (Narrative Writing)</p> <p>Narrate a story stressing the setting and the characters for learners to listen.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p>

	<p>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}</p>	<p>Let learners re-tell the story. They may do so in a chain, Let learners create and write their own stories.</p>	<p>Let learners read and spell the keywords written on the board</p>
Thursday	<p>Engage learners to recite a few rhymes with actions</p> <p><u>POSI, POSI, POSITION</u> Posi, posi, position To the right position <i>responds</i>: posi- posi, position To the left position <i>Responds</i>: 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)</p>	<p><u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Simple Prepositions)</p> <p>Provide sample sentences. e.g. means -We are going home by bus. <i>direction</i> - The monkey is climbing up the tree.</p> <p>Guide learners to discover the meaning of the sentences.</p> <p>Draw learners' attention to the words as prepositions.</p> <p>Have learners complete sentences with given prepositions that indicate "means and direction". e.g. <i>Mr. Badu is travelling _____ train.</i></p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Let learners read and spell the keywords written on the board</p>
Friday	<p>Have a variety of age/level-appropriate books for learners to make a choice from.</p> <p>Guide learners to select books for readings</p>	<p><u>E. EXTENSIVE READING</u></p> <p>Using the Author's chair, introduce the reading/library time.</p> <p>Introduce narratives, expository, procedural texts to learners.</p>	<p>Let learners summarize the books they read to the whole class</p> <p>Learners draw parts of the stories they read.</p>


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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Guide Learners to make formation of sets of equal object from a given quantity. For example with 12 straws</p> <p>Learners make groupings such as:</p>  <p>Assessment: Have learners to solve several examples.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task</p>
Tuesday	<p>Engage learners to sing the song <u>WE SHALL HAMMER</u></p> <ul style="list-style-type: none"> •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) 	<p>Guide Learners to make formation of sets of equal object from a given quantity. For example with 20 stars</p> <p>Learners make groupings such as:</p>  <p>Assessment: Have learners to solve several examples.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task</p>
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

	<p>Give out number cards (from 1-20) to learners at random.</p> <p>Learners are to identify numbers based on tally marks, frames, dice, fingers etc.</p> <p>The first child shouts and mention the number on his card and ask for another number. Example, I have 5....Who has 9?</p>	<p>Learners make groupings such as:</p>  3 groups of 4  4 groups of 3  2 groups of 6 <p>Assessment: Have learners to solve several examples.</p>	<p>Give learners individual or home task</p>
<p>Thursday</p>	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>Guide Learners to make formation of sets of equal object from a given quantity. For example with 20 stars</p> <p>Learners make groupings such as:</p>  10 groups of 2  5 groups of 4  4 groups of 5  2 groups of 10 <p>Assessment: Have learners to solve several examples.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task</p>
<p>Friday</p>	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> 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.</p>	<p>Guide Learners to make formation of sets of equal object from a given quantity. For example with 12 straws</p> <p>Learners make groupings such as:</p>  3 groups of 4  4 groups of 3  2 groups of 6 <p>Assessment: Have learners to solve several examples.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task</p>

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Review learners understanding in the previous lesson using questions and answers.</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Assemble simple machines commonly used in the community such as a pair of scissors, knife, bottle opener, tin cutter, and hammer.</p>  <p>Have Learners to identify the simple machines provided and talk about their uses.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Review learners understanding in the previous lesson using questions and answers.</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Engage learners to mention how simple machines are maintained and stored in their homes.</p> <p><i>-Add and test lubricants frequently</i> <i>-check for signs of wear</i> <i>-always keep machines clean and dry</i> <i>-have a maintenance and repair schedule, and keep good records</i></p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners to say 5 words to express their thoughts of the lesson</p>
	<p>Review learners understanding in the previous lesson using questions and answers.</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>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.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners to say 5 words to express their thoughts of the lesson</p>


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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Review learners understanding in the previous lesson using questions and answers.</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners talk about agricultural products in Ghana and the need to eat our local foods e.g. Ghana chocolate</p>  <p>Learners watch videos and pictures of how Ghanaian chocolate is processed agricultural products.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Learners talk about agricultural products in Ghana and the need to eat our local foods e.g. yam, cocoyam, poultry, rice</p>  <p>Learners watch videos and pictures of Ghanaian agricultural products.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners to say 5 words to express their thoughts of the lesson</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners talk about reasons why they should appreciate and use Ghanaian agricultural products, e.g. to create employment, revenue for government etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners to say 5 words to express their thoughts of the lesson</p>

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Call 2 learners to share a story with the whole class.</p> <p>Sing songs to begin the lesson</p>	<p>Discuss with learners the ways we respond to God's call: - Prayer, - service to humankind, - caring for the environment, - helping the needy (charity), etc.</p> <p>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.</p> <p>Guide learners to discuss the benefits of responding to God's call.</p> <p>Let learners in their groups, write four benefits of responding to God's call and present their works for class discussion.</p>	<p>Use questions and answers to review learners understanding of the lesson</p> <p>Call learners in to summarize the lesson</p>

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to sing songs and play games to get them ready for lesson,</p> 	<p>Name Ghanaian entrepreneurs of note e.g. Alhaji Adam Iddrisu</p> <p>Retell the live stories of any of these entrepreneurs from a documentary show.</p> <p><u>Alhaji Adam Iddrisu</u> 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.</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p> <p>Give learners home task to match names of key individuals along with their quotes.</p>
	<p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners to Identify some of his contributions to nation development</p> <p>Let learners talk about how his work inspires them and give reasons.</p> <p>Learners to talk about their future aspirations and career options.</p> <p>Give guidance as to how to achieve those aspirations.</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson</p>

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

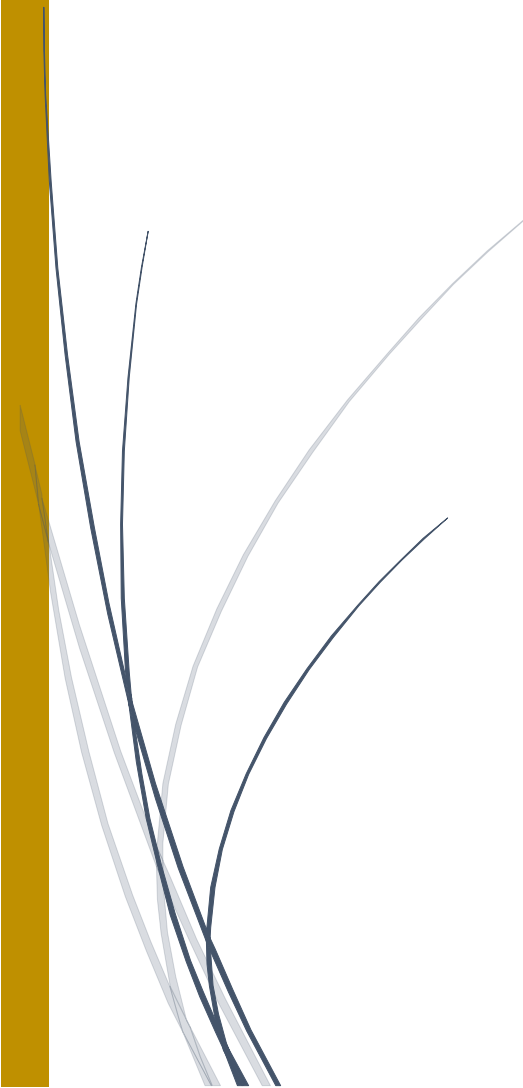
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Learners to sing songs and play games to get them ready for the lesson</p> <p>Show pictures of visual artworks to learners for them to observe and talk about them</p>	<p>Learners are to explore the local environment to select available materials and tools that are good for making artworks.</p> <p>Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make clay pot.</p> <p>Demonstrate and guide learners to make a simple clay pot</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>
	<p>Learners to sing songs and play games to get them ready for the lesson</p> 	<p>Allow learners to practice in groups following the steps provided</p> <p>Sort out your materials and tools needed to make the pot. e.g. clay, rollers, scrapers, modeling tools, piercing tool, trimming tool etc.</p> <p>Ensure that learners use the right methods. e.g. pinching, coiling and the slab method.</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>

Week Ending			
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			
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

Week Ending			
Class	Three		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 34		
Learning Indicator(s)	B3.1.1.1.14:		
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			
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

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SAMPLE LESSON NOTES-WEEK 4
BASIC THREE

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Fayol Inc.
0547824419/0549566881 sirhoa1@gmail.com

SCHEME OF LEARNING- WEEK 4



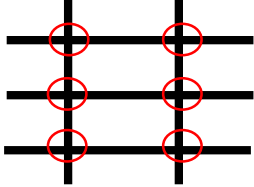
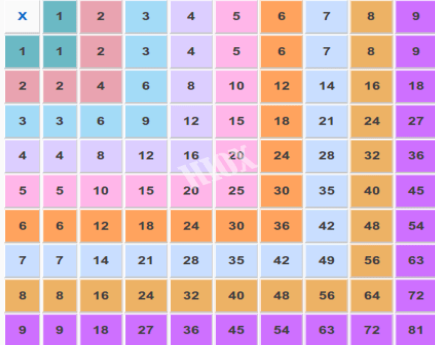
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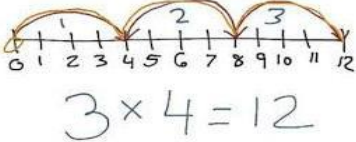
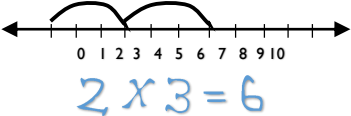
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Week Ending			
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.7.1.3. B3.2.7.2.1. B3.4.10.1.2. B3.5.7.1.1. B3.6.1.1.1	
Performance Indicator		<p>A. Learners can share facts from information texts heard with a partner, groups or the teacher.</p> <p>B. Learners can demonstrate understanding of the purpose and features of poems or rhymes and fables, etc.</p> <p>C. Learners can engage and orient the reader by establishing a context and introducing a narrative.</p> <p>D. Learners can identify prepositions in sentences to indicate directions and means.</p> <p>E. Learners can read a variety of age and level-appropriate books and summarize them</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to play some phonic games. Example: Write or print vocabulary words on cards with numbers on them. Paste these cards randomly on the classroom wall.</p> <p>Put learners in groups and ask them to make a list of the words. The group with the most words wins.</p>	<p>A. ORAL LANGUAGE (Listening Comprehension Pg.76)</p> <p>Read an informational text aloud to learners using the KWL Strategy.</p> <p>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.</p> <p>After the reading, have learners share what they have learned. Put learners in groups to share facts from the text heard.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Have learners to the alphabet song and dance to it.</p> <p>Have them perform the action for each letter sound.</p>	<p>B. READING (Comprehension Pg 87)</p> <p>Introduce the lesson with before reading activities, singing, reciting, prediction, etc.</p> <p>Have learners read a text and identify its purpose and features. Guide them with questions to do this.</p> <p>Let learners transfer the same ideas to other types of texts.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>


		Use think-pair-share to have learners compare ideas.	
Wednesday	<p>Have learners spell two letter words in their books or orally.</p> <p>Write all the words on the board for learners to read and spell the aloud.</p>	<p>C. WRITING (Narrative Writing)</p> <p>Narrate a story stressing the setting and the characters for learners to listen.</p> <p>Let learners re-tell the story. They may do so in a chain.</p> <p>Let learners create and write their own stories</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>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.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (Using Simple Prepositions)</p> <p>Provide sample sentences. e.g. means -We are going home by bus. direction - The monkey is climbing up the tree.</p> <p>Guide learners to discover the meaning of the sentences.</p> <p>Draw learners' attention to the words as prepositions.</p> <p>Have learners complete sentences with given prepositions that indicate "means and direction". e.g. Mr. Badu is travelling _____ train.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Have a variety of age/level-appropriate books for learners to make a choice from.</p> <p>Guide learners to select books for readings</p>	<p>E. EXTENSIVE READING</p> <p>Using the Author's chair, introduce the reading/library time.</p> <p>Introduce narratives, expository, procedural texts to learners.</p>	<p>Let learners summarize the books they read to the whole class</p> <p>Learners draw parts of the stories they read.</p>



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	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Ask learners to draw two smileys to express how they feel that moment.</p> <p>Have learners to present their smileys to whole class for discussion.</p> 	<p>Guide learners to use rectangular arrays to solve multiplication questions. e.g. To find $2 \times 3 = ?$</p> <p>Learners arrange 2 straws vertically (legs) and put across it with 3 horizontal ones (arms).</p>  <p>Learners count the number of intersections.</p>  <p>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.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Engage learners in the "Jump Counting" game</p> <p>Have learners count while jumping with each count. Challenge them to count by twos, fives, or tens!</p>	<p>Develop and build the multiplication chart (up to 9×9) and have learners practice reading the chart</p>  <p>Call learners randomly to answer some multiplication facts. The answer should be</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

		given within a given duration to make it more fun.																																					
Wednesday	<p>Let learners draw a picture of a favorite place in the world. Then write five or more words that remind them of that place.</p> <p>Have learners to paste their drawings on the classroom wall to create a gallery.</p>	<p>Guide Learners to model multiplication facts on the number line. e.g. to find $3 \times 4 = ?$ This can also be read as 3 groups of 4.</p>  <p>e.g. to find $2 \times 3 = ?$ This can also be read as 2 groups of 3.</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>																																				
Thursday	<p>Engage learners to cut out some 2D shapes at your start signal.</p> <p>Have learners to paste the cut outs on the classroom wall</p>	<p>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).</p> <p style="text-align: center;">3-in-a-line products</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td><td>12</td></tr> <tr><td>3</td><td>6</td><td>9</td><td>12</td><td>15</td><td>18</td></tr> <tr><td>4</td><td>8</td><td>12</td><td>16</td><td>20</td><td>24</td></tr> <tr><td>5</td><td>10</td><td>15</td><td>20</td><td>25</td><td>30</td></tr> <tr><td>6</td><td>12</td><td>18</td><td>24</td><td>30</td><td>36</td></tr> </table> <p style="text-align: center;">Game Board</p>	1	2	3	4	5	6	2	4	6	8	10	12	3	6	9	12	15	18	4	8	12	16	20	24	5	10	15	20	25	30	6	12	18	24	30	36	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
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Friday	<p>Play games and sing songs to begin the lesson.</p> <p>Have learners to solve some examples to review their understanding of the previous lesson</p>	<p>Learners find doubles of given numbers and skip count in 3, 4, and 5.</p> <p>Engage learners in activities to find the doubles of numbers. e.g. double of 4 is 8</p> <p>Double of □ is 10 Double of □ is 12</p> <p>Draw a 30-number grid and let learners jump and skip count of 3, 4 and 5</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>1</td><td style="background-color: #f8d7da;">2</td><td>3</td><td style="background-color: #f8d7da;">4</td><td>5</td></tr> <tr><td style="background-color: #f8d7da;">6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>						
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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 <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners to write answers for the following questions on sheet of papers.</p> <p>Write any 4 cleaning equipment you use in your homes.</p>	<p>Provide samples of common cleaning equipment such as brooms, mops, dusters and detergents</p>  <p>Begin by asking learners this question: What do you do to keep the home and school clean?</p> <p>Learners brainstorm in groups to come out with the different ways of keeping the home and school clean</p> <p>Learners present their ideas to class and compose a song on cleanliness.</p>	<p>Ask learners to write or say 10 words to express their thoughts of the lesson.</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Provide samples of common cleaning equipment such as brooms, mops, dusters and detergents</p>  <p>Begin by asking learners this question: What do you do to keep the home and school clean?</p> <p>Learners brainstorm in groups to come out with the different ways of keeping the home and school clean</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>














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

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Review learners understanding in the previous lesson using questions and answers.</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners talk about agricultural products in Ghana and the need to eat our local foods e.g. grains</p>  <p>Learners watch videos and pictures of how Ghanaian chocolate is processed agricultural products.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Learners talk about agricultural products in Ghana and the need to eat our local foods e.g. yam, cocoyam, poultry, rice</p>  <p>Learners watch videos and pictures of Ghanaian agricultural products.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners to say 5 words to express their thoughts of the lesson</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners talk about reasons why they should appreciate and use Ghanaian agricultural products, e.g. to create employment, revenue for government etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners to say 5 words to express their thoughts of the lesson</p>

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Learners sing songs, tell stories, and recite poems and rhymes on personal hygiene.</p> <p>Review with learners the previous lesson by asking them a few question to answer.</p>	<p>Discuss with learners the ways we respond to God's call: - Prayer, - service to humankind, - caring for the environment, - helping the needy (charity), etc.</p> <p>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.</p> <p>Guide learners to discuss the benefits of responding to God's call.</p> <p>Let learners in their groups, write four benefits of responding to God's call and present their works for class discussion.</p>	<p>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.</p> <p>Call learners at random to summarize the important points of the lesson.</p> <p>Give learners task to complete at home.</p>


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)																		
	<p>Engage learners to spell some words, at least 5 in their workbooks. Make sure the words are level-appropriate words.</p> <p>Learners to exchange the work among themselves and mark. Provide feedback where necessary.</p>	<p>Learners to Identify the European countries whose citizens came and settled in Ghana. e.g. Portugal, Britain, France, Sweden, Germany, (Brandenburg) Denmark, Norway, Netherlands</p> <table border="1"> <thead> <tr> <th>Countries</th> <th>Citizens</th> </tr> </thead> <tbody> <tr> <td>Portugal</td> <td>Portuguese</td> </tr> <tr> <td>Britain</td> <td>British</td> </tr> <tr> <td>France</td> <td>French</td> </tr> <tr> <td>Sweden</td> <td>Swedes</td> </tr> <tr> <td>Germany</td> <td>Germans</td> </tr> <tr> <td>Denmark</td> <td>Danes</td> </tr> <tr> <td>Norway</td> <td>Norwegians</td> </tr> <tr> <td>Netherlands</td> <td>Dutch</td> </tr> </tbody> </table>	Countries	Citizens	Portugal	Portuguese	Britain	British	France	French	Sweden	Swedes	Germany	Germans	Denmark	Danes	Norway	Norwegians	Netherlands	Dutch	<p>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.</p> <p>Call learners at random to summarize the important points of the lesson.</p> <p>Give learners task to complete at home.</p>
Countries	Citizens																				
Portugal	Portuguese																				
Britain	British																				
France	French																				
Sweden	Swedes																				
Germany	Germans																				
Denmark	Danes																				
Norway	Norwegians																				
Netherlands	Dutch																				
	<p>Engage learners to help the farmer in his daily works.</p> <p>Help the farmer record how many vegetables he grew in the table below. First count how many of each type of vegetable he has and mark it in the table. Then write it in number form. Finally, answer the questions.</p>  <table border="1"> <thead> <tr> <th>Type of vegetable</th> <th>Tally marks</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td> Cabbage</td> <td></td> <td></td> </tr> <tr> <td> Tomato</td> <td></td> <td></td> </tr> <tr> <td> Bell pepper</td> <td></td> <td></td> </tr> <tr> <td> Onion</td> <td></td> <td></td> </tr> </tbody> </table>	Type of vegetable	Tally marks	Number	 Cabbage			 Tomato			 Bell pepper			 Onion			<p>Through documentary slides, guide learners to identify which of the Europeans came to the country.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>Call learners at random to summarize the important points of the lesson.</p> <p>Give learners task to complete at home.</p>			
Type of vegetable	Tally marks	Number																			
 Cabbage																					
 Tomato																					
 Bell pepper																					
 Onion																					

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Play songs using your phone or a music box.</p> <p>Call learners to show some dance moves and dance to the songs</p>	<p>In the previous lesson we learnt how the “Atilogwu” dance reflect the lives and culture of the people of Igbo in Ghana.</p> <p>Guide learners to create own dance moves to reflect their culture.</p> <p>Guide learners to pick a piece of music for the dance. e.g. a circular music, gospel music, etc.</p> <p>Guide learners to determine the style and plan the dance</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>
	<p>Play songs using your phone or a music box.</p> <p>Call learners to show some dance moves and dance to the songs</p>	<p>Show learners a video or pictures of the dance you want to teach.</p>  <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Learners to tell the part of the lesson that interest them most.</p>

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			
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

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			
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.

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SAMPLE LESSON NOTES-WEEK 5
BASIC THREE


Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right.

Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

SCHEME OF LEARNING- WEEK 5

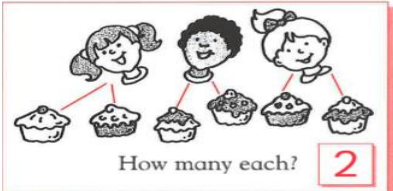
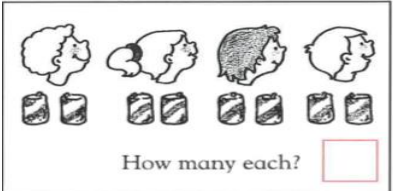
BASIC THREE


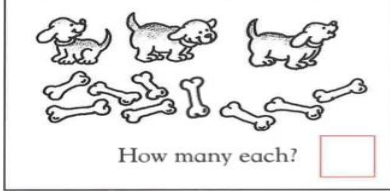
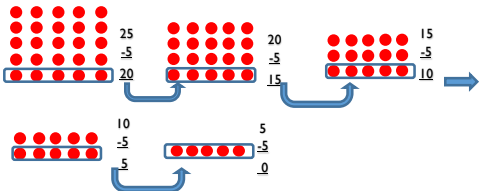

Name of School.....

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	<p>A. Learners can ask and answer questions for clarifications about given topics</p> <p>B. Learners can respond to stories with own opinion and value judgment</p> <p>C. Learners can describe places in a coherent paragraph</p> <p>D. Learners can identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences</p> <p>E. Learners can read a variety of age and level-appropriate books and summarize them</p>		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards and a class library		
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Ask learners to draw a conversation strip with your friend featuring yourself as the main character.</p> <p>Include speech bubbles and/or captions. The conversation should center on what you did after school.</p>	<p style="text-align: center;">A. ORAL LANGUAGE (Asking and Answering Questions)</p> <p>Let learners select topics of interest for discussion.</p> <p>Put learners in groups and have them ballot for topics.</p> <p>Let members of each group discuss topics respecting rules of conversation.</p> <p>Encourage learners to ask and answer questions for clarifications on issues raised in their discussion</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Ask learners to draw two smileys to express how they feel that moment.</p> <p>Have learners to present their smileys to whole class for discussion.</p> 	<p style="text-align: center;">B. READING (Comprehension)</p> <p>Have learners give their personal opinions and judgment to stories (events, setting, characters and their actions) read or heard</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Have learners to write a list of 10 things they would buy if they won a million cedis.</p> <p>Let learners present their list to the whole class for discussion.</p>	<p style="text-align: center;">C. WRITING (Descriptive Writing)</p> <p>Have learners recall periods, times or moments that they had been happy or sad. Discuss personal experiences with learners.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

		<p>Guide them to state categorically some personal experiences they have encountered in their lives.</p> <p>Have learners share their experiences using simple descriptive words. Discuss lessons learnt from the experiences shared.</p>										
Thursday	<p>Ask learners to write a list of 10 things they would do if they could fly.</p> <p>Let learners present their list to the whole class for discussion.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (Using Simple and Compound Sentences)</p> <p>Demonstrate the structure of a compound sentence by joining simple sentences with and.</p> <table border="1"> <thead> <tr> <th>Simple Sentence</th> <th>Conjunction</th> <th>Compound Sentence</th> </tr> </thead> <tbody> <tr> <td>The boy woke up</td> <td>and</td> <td>The boy woke up and prayed</td> </tr> <tr> <td>The boy prayed</td> <td></td> <td></td> </tr> </tbody> </table> <p>Have learners identify the coordinating conjunction in the sentence.</p> <p>Put learners in groups to form simple sentences.</p> <p>Have groups join the simple sentences with and and but.</p>	Simple Sentence	Conjunction	Compound Sentence	The boy woke up	and	The boy woke up and prayed	The boy prayed			<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Simple Sentence	Conjunction	Compound Sentence										
The boy woke up	and	The boy woke up and prayed										
The boy prayed												
Friday	<p>Have a variety of age/level-appropriate books for learners to make a choice from.</p> <p>Guide learners to select books for readings</p>	<p>E. EXTENSIVE READING</p> <p>Using the Author's chair, introduce the reading/library time.</p> <p>Introduce narratives, expository, procedural texts to learners.</p>	<p>Let learners summarize the books they read to the whole class</p> <p>Learners draw parts of the stories they read.</p>									

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	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p>Early to Bed Early to bed and early to rise Makes a man, healthy, wealthy and wise.</p>	<p>Guide learners to explain division as equal sharing. e.g. provide 6 ice creams and invite three pupils to share them.</p>  <p>After sharing, each child gets two of the ice cream. Mathematically we can say that $6 \div 3 = 2$</p> <p>Assessment: Have learners practice with more examples</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Play games and sing some action songs to begin the class</p>	<p>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.</p> <p>$12 \div 4 = 3$</p> <p>e.g. display 8 can drinks and invite four pupils to share them</p>  <p>Assessment: Have learners practice with more examples</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

<p>Wednesday</p> <p>Have learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE FINGER</u> Little finger, little finger where are you, Here am I, here am I, how do you do</p>	<p>Guide learners to explain division as equal sharing. e.g. have learners to determine the number of carrots each rabbit gets after sharing.</p>  <p>e.g. Have learners to determine the number of bones each dog gets after sharing.</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
<p>Thursday</p> <p>Have learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE FINGER</u> Little finger, little finger where are you, Here am I, here am I, how do you do</p>	<p>Guide learners to explain division as repeated subtraction.</p> <p>Repeated subtraction is a method of subtracting the equal number of items from a larger group until the remainder is zero. e.g. if there are 25 balls and we want to form a group of 5 balls each.</p>  <p>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</p> $25 \div 5 = 5$ <p>Assessment: Have learners practice with more examples</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
<p>Friday</p> <p>Have learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE FINGER</u> Little finger, little finger where are you, Here am I, here am I, how do you do</p>	<p>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?</p>  <p>here we are supposed to make 2 groups of 5. So by subtraction, we subtract the first 5 stars.</p> $10 \div 2 = 5$ <p>Assessment: Have learners practice with more examples.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

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.

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

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Share stories about god with learners.</p> <p>Let learners tell you parts of the story that interest them most.</p> <p>Have learners to relate to the story</p>	<p>Let learners discuss moral lessons derived from responding to God's call.</p> <p>Lead learners to mention the moral lessons they learnt from responding to God's call: obedience, respect, sacrifice, commitment, reverence for God, humility, etc.</p> <p>Using the sacred scriptures, let learners dramatize moral activities such as humility, obedience, reverence, commitment, respect, honoring promises, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

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 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. <u>NETHERLAND</u> 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. <u>DENMARK</u> 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) <table border="1"> <thead> <tr> <th>Country</th> <th>People</th> <th>Year</th> </tr> </thead> <tbody> <tr> <td>Portugal</td> <td>Portuguese</td> <td>1471</td> </tr> <tr> <td>Britain</td> <td>British</td> <td>1553</td> </tr> <tr> <td>Holland</td> <td>Dutch</td> <td>1595</td> </tr> <tr> <td>Denmark</td> <td>Danes</td> <td>1642</td> </tr> <tr> <td>Sweden</td> <td>Swedes</td> <td>1647</td> </tr> <tr> <td>Germany</td> <td>Germans</td> <td>1682</td> </tr> </tbody> </table>	Country	People	Year	Portugal	Portuguese	1471	Britain	British	1553	Holland	Dutch	1595	Denmark	Danes	1642	Sweden	Swedes	1647	Germany	Germans	1682	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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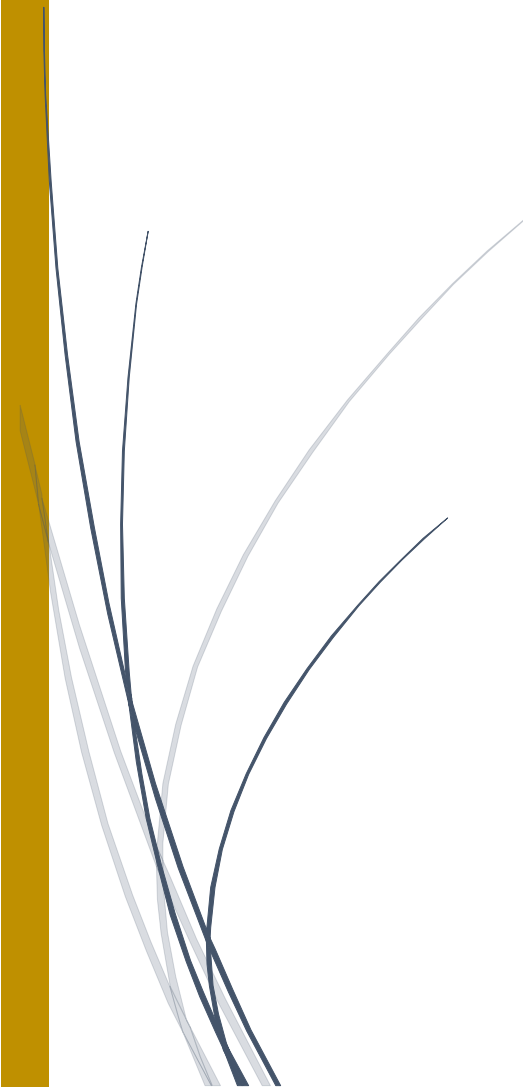
Week Ending			
Class	Three		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B3 1.3.4.3 B3 1.3.5.3		
Performance Indicator	Learners can display own visual artworks to share creative experiences based on ideas that reflect topical issues in other African communities		
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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>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.</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p>	<p>Art exhibition may present or showcase paintings, drawings, drama, music, dance performance by individuals artists, groups of artists.</p> <p>Guide learners to plan for the exhibition by:</p> <ul style="list-style-type: none"> - fixing a date - selecting a venue - inviting an audience <p>Brainstorm to agree on a theme for the exhibition (e.g. Healthy living);</p> <p>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</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>
	<p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>Decide on mode of display, e.g. hanging, draping, spreading;</p> <p>Plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date);</p> <p>Clean and prepare the hall and its environment and make it ready for the exhibition;</p> <p>Plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>

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			
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

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			
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

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SAMPLE LESSON NOTES-WEEK 6
BASIC THREE

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating a decorative, organic shape.

Fayol Inc.
0547824419/0549566881 sirhoa1@gmail.com

SCHEME OF LEARNING- WEEK 6

BASIC THREE

Name of School.....

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		<p>A. Learners can use appropriate pronunciation and intonation in asking and answering the inversion questions</p> <p>B. Learners can use visualization strategy (form mental images when reading text) to enhance understanding of level-appropriate texts</p> <p>C. Learners can describe places in a coherent paragraph</p> <p>D. Learners can identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences</p> <p>E. Learners can read a variety of age and level-appropriate books and summarize them</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p>	<p>A. ORAL LANGUAGE (Asking and Answering Questions)</p> <p>Let learners, in pairs, ask and answer questions on given issues.</p> <p>Revise inversion questions with learners. e. g. He is going.—Is he going?</p> <p>Guide learners to use appropriate pronunciation and intonation in asking and answering the inversion type of questions.</p> <p>Let learners write answers to inversion type of questions on their own</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>
Tuesday	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson</p>	<p>B. READING (Comprehension)</p> <p>Have learners play simple mental or guessing games like Bingo and matching games.</p> <p>Guide learners to form mental images as they read a text, to help them make meaning from the text</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Have learners to describe the picture in three sentence.</p>	<p>C. WRITING (Descriptive Writing)</p> <p>Have learners recall periods, times or moments that they had been happy or sad.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>



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**.

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

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.

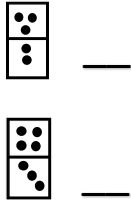
Introduce narratives, expository, procedural texts to learners.



Let learners summarize the books they read to the whole class

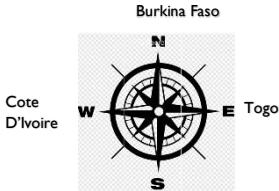

Learners draw parts of the stories they read.

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 $12 \div 3$. Write: $12 \div 3 = \text{What?}$ Which means $3 \times \text{What?} = 12$ 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 $12 \div 3 = 4$	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. ○ △ □ ○ △ □	Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve $21 \div 7$. Write: $21 \div 7 = \text{What?}$ Which means $7 \times \text{What?} = 21$ 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 $21 \div 7 = 3$	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 $16 \div 4$. Write: $16 \div 4 = \text{What?}$ Which means $4 \times \text{What?} = 16$ Learners use the multiplication chart to identify the number which multiplies 4 to obtain 16. Learners	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

		<p>choose the number as the answer to the problem That is $16 \div 4 = 4$</p>	
Thursday	<p>Engage learners to count the dots and write each number beside</p> 	<p>Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve $18 \div 3$. Write: $18 \div 3 = \text{What?}$ Which means $3 \times \text{What?} = 18$</p> <p>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 $18 \div 3 = 6$</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Friday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> 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.</p>	<p>Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve $20 \div 4$. Write: $20 \div 4 = \text{What?}$ Which means $4 \times \text{What?} = 20$</p> <p>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 $20 \div 4 = 5$</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

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)
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Ask learners to pantomime or act out how they bath and talk about how regular bathing can prevent skin diseases.</p> <p>Learners watch pictures and videos on common skin diseases and their prevention.</p> 	<p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>
	<p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Learners engaged to discuss and name some common skin diseases i.e. rashes, eczema, ringworm.</p>  <p>Learners share their personal experiences or stories on getting skin infections.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Have learners share what is going on in their lives.</p> <p>You and your learners might talk about plans for the weekends.</p>	<p>Discuss how common skin diseases can be prevented and let learners present their answers.</p> <p>Re-shape learners' ideas, stressing that it is good to seek medical attention to stop the spread of skin diseases.</p>	<p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>

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)
	<p>Flash letter cards to learners for them to pronounce some key words in the lesson.</p> <p>Ask pupils to spell and write the words in the books</p>	<p>Learners locate Ghana's neighbors on a map of West Africa using the idea of the cardinal points.</p>  <p>Learners compose a song/rhyme on Ghana and her neighbors</p>	<p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Have learners watch Ghana's neighboring countries on a map or the globe.</p>  <p>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.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

	<p>Flash letter cards to learners for them to pronounce some key words in the lesson.</p> <p>Ask pupils to spell and write the words in the books</p>	<p>Learners to draw and color ghana and her immediate neighbors.</p> <p>Have learners present their drawings to the whole class for appreciation and to create a gallery.</p>	<p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>
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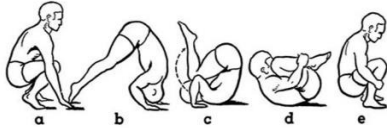
Week Ending			
Class	Three		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 22		
Learning Indicator(s)	B3.4.1.1.3		
Performance Indicator	Identify moral lessons learnt from responding to God's call.		
Strand	The Family and the Community		
Sub strand	Roles And Relationships		
Teaching/ 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)
	<p>Share stories about God with learners.</p> <p>Let learners tell you parts of the story that interest them most.</p> <p>Have learners to relate to the story</p>	<p>Let learners discuss moral lessons derived from responding to God's call.</p> <p>Lead learners to mention the moral lessons they learnt from responding to God's call: obedience, respect, sacrifice, commitment, reverence for God, humility, etc.</p> <p>Using the sacred scriptures, let learners dramatize moral activities such as humility, obedience, reverence, commitment, respect, honoring promises, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

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. Use questions and answers to review learners understanding in the previous lesson	Learners dramatize the meeting between the Portuguese and Kwamina Ansa. <i>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</i> Use the KWL strategy to help learners follow the drama.	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	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

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			
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.

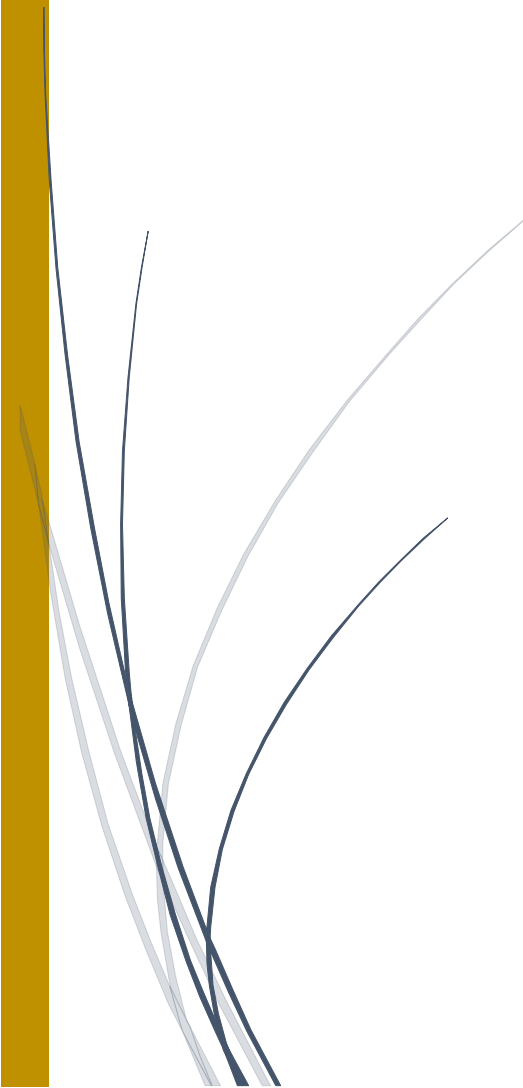
Week Ending			
Class		Three	
Subject		GHANAIAN LANGUAGE	
Reference		Ghanaian Language curriculum Page 103	
Learning Indicator(s)		B3.2.8.1.1	
Performance Indicator		Read short passages of about six to ten sentences aloud using correct tone.	
Strand		Reading	
Sub strand		Fluency	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card	
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
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

	<p>Call the groups in turns to discuss what the letters in the acronym stands for</p>	<p>Lead learners to read the passage</p> <p>Let learners read aloud the passage as a group and then individually.</p> <p>Ask questions based on the passage read for learners to answer</p>	
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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			
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	<p>Squat in front of a spread mat/safe floor.</p> <p>Place hands on the mat/floor and tuck the chin to touch the chest.</p> <p>From this position, push with the hands and roll forward in a round form and back to the standing.</p>  <p>Allow learners to progress at their own pace and always give support.</p> <p>Learners practice the skill, observe and give them corrective feedback.</p> <p>Ensure that learners progress at their own pace.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

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SAMPLE LESSON NOTES-WEEK 7
BASIC THREE

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right.

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SCHEME OF LEARNING- WEEK 7

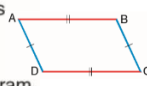
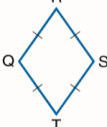
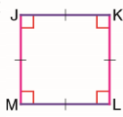


BASIC THREE

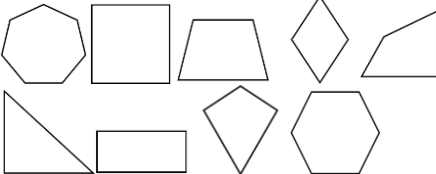
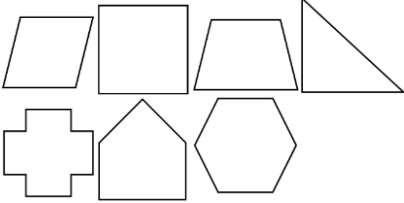
Name of School.....



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		<p>A. Learners can give and respond to commands, instructions and directions</p> <p>B. Learners can read level-appropriate texts independently</p> <p>C. Learners can write a short paragraph to support an opinion or claims with clear reasons</p> <p>D. Learners can identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences</p> <p>E. Learners can read a variety of age and level-appropriate books and summarize them</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>A. ORAL LANGUAGE (Asking and Answering Questions)</p> <p>Model giving instructions and ask learners to follow them:</p> <p>Pair up learners to practice giving and following instructions, e.g. giving and following instructions to clean the classroom.</p> <p>Model giving directions and ask learners to follow them:</p> <p>Show directions flash cards (go straight, turn left/right) and ensure learners understand the words.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE TOMMY TITTLEMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.</p>	<p>B. READING (Comprehension)</p> <p>Provide learners with level-appropriate texts and encourage them to read independently.</p> <p>Provide learners with pre-reading questions to enable them focus.</p> <p>Discuss with learners the pre reading questions and finding answers to them.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p>	<p>C. WRITING (Argumentative Writing)</p> <p>Choose a simple topic for an argument. e.g. Which food is better; rice or fufu?</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>



	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. Ask learners questions to review their understanding in the previous lesson.	<p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Simple and Compound Sentences)</p> <p>Demonstrate the structure of a compound sentence by joining simple sentences with “and”.</p> <table border="1"> <thead> <tr> <th>Simple Sentence</th> <th>Conjunction</th> <th>Compound Sentence</th> </tr> </thead> <tbody> <tr> <td>The boy woke up</td> <td>and</td> <td>The boy woke up and prayed</td> </tr> <tr> <td>The boy prayed</td> <td></td> <td></td> </tr> </tbody> </table> <p>Have learners identify the coordinating conjunction in the sentence.</p> <p>Put learners in groups to form simple sentences.</p> <p>Let learners join the simple sentences with “and” and “but”.</p>	Simple Sentence	Conjunction	Compound Sentence	The boy woke up	and	The boy woke up and prayed	The boy prayed			<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Simple Sentence	Conjunction	Compound Sentence										
The boy woke up	and	The boy woke up and prayed										
The boy prayed												
Friday	Have a variety of age/level-appropriate books for learners to make a choice from. Guide learners to select books for readings	<p>E. <u>EXTENSIVE READING</u></p> <p>Using the Author’s chair, introduce the reading/library time.</p> <p>Introduce narratives, expository, procedural texts to learners.</p>	<p>Let learners summarize the books they read to the whole class</p> <p>Learners draw parts of the stories they read.</p>									

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	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Take learners through math mental to solve the following.</p> $15 - \square = 10$ $9 + \square = 11$ $\square + 3 = 10$ $\square - 4 = 1$ $14 - \square = 7$	<p>Guide learners to use attributes to recognize rhombuses, parallelograms as examples of quadrilaterals</p> <p>Let learners draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>A parallelogram has opposite sides that are parallel and that are the same length.</p>  <p>Quadrilateral <i>ABCD</i> is a parallelogram.</p> <p>A rhombus has opposite sides that are parallel. All four sides are the same length.</p>  <p>Quadrilateral <i>QRST</i> is a rhombus.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Take learners through math mental to solve the following.</p> $\square + 3 = 6$ $\square - 8 = 0$ $6 - \square = 2$ $2 + \square = 7$ $\square + 1 = 9$	<p>Guide learners to use attributes to recognize trapezoids, rectangles, and squares as examples of quadrilaterals.</p> <p>Learners to draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>A square has opposite sides that are parallel. All its sides are the same length. All the angles of a square are right angles.</p>  <p>Quadrilateral <i>JKLM</i> is a square.</p> <p>A trapezoid has exactly one pair of parallel sides.</p>  <p>Quadrilateral <i>WXYZ</i> is a trapezoid.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Wednesday	<p>Take learners through math mental to solve the following.</p> $8 - \square = 2$ $\square + 5 = 14$ $\square - 10 = 7$ $1 + \square = 4$	<p>Guide learners to use attributes to recognize rectangles as example of quadrilaterals.</p> <p>Learners to draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>A rectangle also has opposite sides that are parallel and that are the same length. All the angles of a rectangle are right angles.</p>  <p>Quadrilateral <i>EFGH</i> is a rectangle.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

<p>Thursday</p>	<p>Take learners through math mental to solve the following.</p> <p>$\square - 4 = 1$</p> <p>$14 - \square = 7$</p> <p>$8 + \square = 14$</p> <p>$18 - \square = 9$</p>	<p>Guide learners to give cut-out shapes of different types of quadrilaterals and have learners examine their features.</p> <p>Learners discuss the characteristics and regroup them as rhombuses, parallelograms, trapezoids and draw these quadrilaterals</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
<p>Friday</p>	<p>Take learners through math mental to solve the following.</p> <p>$2 + \square = 7$</p> <p>$\square + 1 = 9$</p> <p>$\square - 1 = 2$</p> <p>$\square + 6 = 11$</p>	<p>Guide learners to give cut-out shapes of different types of quadrilaterals and have learners examine their features.</p> <p>Learners discuss the characteristics and regroup them as rectangles, and squares and draw these quadrilaterals.</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>


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			
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.

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Lead pupils in a class discussion to describe a computer.</p> <p>Have learners to draw a computer and color it.</p> 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide pupils to state the basic uses of a computer. For example; <i>i. For learning,</i> <i>ii. For playing games,</i> <i>iii. For watching movies,</i> <i>iv. For playing music</i></p> <p>Guide pupils to identify the main parts of a computer and state their functions. e.g. monitor, mouse, keyboard, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners to Identify parts of a computer and how they connect to each other. e.g. monitor</p> <p>MONITOR</p>  <p>Have learners to talk about the monitor and relate to them.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	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			
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.

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			
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

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	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson</p>	<p>Appreciating in art is the ability of people to look at a work of art and understand how the work was made.</p> <p>Explain to learners the guidelines and have them agree to it.</p> <ul style="list-style-type: none"> ➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i> ➤ The subject matter: <i>this stage talks about the meaning of the work.</i> ➤ Appraisal: <i>this stage talks of the use of the artwork.</i> ➤ Experience to share: <i>this stage talks about the design process</i> 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p> <p>Show pictures or videos to learners on the process of producing the artwork.</p>	<p>Using the steps in appreciating and appraisal, guide learners to write a note on a previous artwork produced or performed in class.</p> <p>E.g. an artwork produced by Cheri Samba</p>  <ul style="list-style-type: none"> ➤ Description of the work: <i>the artwork is a painting made with different color combination.</i> ➤ The subject matter: <i>the painting focus on women in rural communities and their daily hustles.</i> ➤ Appraisal: <i>it can be used as posters for decoration.</i> ➤ Experience to share: <i>talk about how the painting is done</i> 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>

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			
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.

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	<p>A. Learners can identify the key elements for increasing accuracy in rolling a ball and throwing a ball.</p> <p>B. Learners can explain the similar movement elements of the underhand throw and the underhand volleyball serve.</p>		
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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p>	<p>Learners identify elements for increasing accuracy in rolling and throwing as coordination, agility, strength, flexibility, timing, etc.</p> <p>Learners identify that the similarities between underhand throw and underhand volleyball serve movement elements are:</p> <ol style="list-style-type: none"> i. Stance ii. Flexing of knees iii. Hand swing iv. Follow through 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 8
BASIC THREE

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SCHEME OF LEARNING- WEEK 8

BASIC THREE

Name of School.....

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	<p>A. Learners can give and respond to commands, instructions and directions</p> <p>B. Learners can read level-appropriate texts independently</p> <p>C. Learners can write a short paragraph to support an opinion or claims with clear reasons</p> <p>D. Learners can identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences</p> <p>E. Learners can read a variety of age and level-appropriate books and summarize them</p>		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards and a class library		
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>learners sing songs and recite familiar rhymes</p> <p><u>Star Light, Star Bright</u> Star light, star bright The first star I see tonight: I wish I may, I wish I might, Have the wish I wish tonight.</p>	<p>A. ORAL LANGUAGE (Asking and Answering Questions)</p> <p>Model giving instructions and ask learners to follow them:</p> <p>Pair up learners to practice giving and following instructions, e.g. giving and following instructions to clean the classroom.</p> <p>Model giving directions and ask learners to follow them:</p> <p>Show directions flash cards and ensure learners understand the words.</p> <p>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.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Learners sing songs and recite familiar rhymes</p> <p><u>Row, Row, Row Your Boat</u> Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.</p>	<p>B. READING (Comprehension)</p> <p>Provide learners with level-appropriate texts and encourage them to read independently.</p> <p>Let learners may be provided with pre-reading questions to enable them focus.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Learners sing songs and recite familiar rhymes</p>	<p>C. WRITING (Argumentative Writing)</p>	<p>Give learners task to complete while you go round</p>

	<p><u>ONCE I CAUGHT A FISH ALIVE</u> 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</p>	<p>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.)</p> <p>Let learners choose one of the meals and give reasons why they think it is better.</p> <p>Put the class into two to argue on the topic.</p>	<p>the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>									
Thursday	<p>Have learners recite familiar rhymes.</p> <p><u>I LOVE LITTLE PUSSY</u> 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.</p>	<p><u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Using Simple and Compound Sentences)</i></p> <p>Demonstrate the structure of a compound sentence by joining simple sentences with "and".</p> <table border="1"> <thead> <tr> <th>Simple Sentence</th> <th>Conjunction</th> <th>Compound Sentence</th> </tr> </thead> <tbody> <tr> <td>The boy woke up</td> <td>and</td> <td>The boy woke up and prayed</td> </tr> <tr> <td>The boy prayed</td> <td></td> <td></td> </tr> </tbody> </table> <p>Have learners identify the coordinating conjunction in the sentence.</p> <p>Put learners in groups to form simple sentences.</p> <p>Let learners join the simple sentences with "and" and "but".</p>	Simple Sentence	Conjunction	Compound Sentence	The boy woke up	and	The boy woke up and prayed	The boy prayed			<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Simple Sentence	Conjunction	Compound Sentence										
The boy woke up	and	The boy woke up and prayed										
The boy prayed												
Friday	<p>Have a variety of age/level-appropriate books for learners to make a choice from.</p> <p>Guide learners to select books for readings</p>	<p><u>E. EXTENSIVE READING</u></p> <p>Using the Author's chair, introduce the reading/library time.</p> <p>Introduce narratives, expository, procedural texts to learners.</p>	<p>Let learners summarize the books they read to the whole class</p> <p>Learners draw parts of the stories they read.</p>									

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			
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 learners to sing the song	Display the stop clock or watches on the table.	Ask learners to tell you what they have learnt and what


	<p><u>WE CAN COUNT</u> 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.</p>	<p>Ask learners to identify and tell their uses.</p> <p>Let learners understanding that they are going to tell how much time it would take them to perform certain activates.</p> <p>Put learners into groups of four. Invite a member from each group to <i>walk round the school building</i>. 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.</p> <p>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.</p>	<p>they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>																				
Thursday	<p>Put leaners in two groups. Call out a number between 1 and 6. E.g. 3.</p> <p>Learners must call out the double (2x) of that number.</p> <p>In this case 6 is the answer.</p> <p>Try out more numbers. The group that answers more wins</p>	<p>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: <i>Henry used 1 hour and 45 minutes to write the exams.</i></p> <p>Complete the table</p> <table border="1"> <thead> <tr> <th>Sporting event</th> <th>Start</th> <th>Finish</th> <th>How long</th> </tr> </thead> <tbody> <tr> <td>Ampe</td> <td>10.30 a.m.</td> <td>10.45 a.m.</td> <td></td> </tr> <tr> <td>Netball</td> <td>9.00am</td> <td>10.00am</td> <td></td> </tr> <tr> <td>Basket ball</td> <td>2.00pm</td> <td>3.50pm</td> <td></td> </tr> <tr> <td>Football</td> <td>3.30pm</td> <td>5.00pm</td> <td></td> </tr> </tbody> </table>	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		<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
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Friday	<p>Share some few jokes with learners. You can two their jokes as well e.g. An American girl farts and says “Excuse me”.</p> <p>A Ghanaian girl farts and you will hear “Ohh! beans wei koraa”</p>	<p>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: <i>Henry used 1 hour and 45 minutes to write the exams.</i></p> <p>Complete the table</p> <table border="1"> <thead> <tr> <th>Sporting event</th> <th>Start</th> <th>Finish</th> <th>How long</th> </tr> </thead> <tbody> <tr> <td>Ampe</td> <td>10.30 a.m.</td> <td>10.45 a.m.</td> <td></td> </tr> <tr> <td>Netball</td> <td>9.00am</td> <td>10.00am</td> <td></td> </tr> <tr> <td>Basket ball</td> <td>2.00pm</td> <td>3.50pm</td> <td></td> </tr> <tr> <td>Football</td> <td>3.30pm</td> <td>5.00pm</td> <td></td> </tr> </tbody> </table>	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		<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
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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			
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.


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.			
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 learners 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.

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			
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.

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			
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

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		
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Use questions and answers to revise the previous lesson with learners.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>The easiest way to understand and appreciate a performance is to develop a relevance and appropriate criteria or checklist</p> <p>Guide learners to create a checklist or criteria for appreciating and appraising a performance;</p> <ul style="list-style-type: none"> ➤ 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 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	<p>Show pictures of people performing the “kete” dance to learners’</p> <p>let learners observe and talk about the pictures</p> 	<p>Lead a discussion to explain the criteria with learners.</p> <p>Now let learners use the checklist to appreciate and appraise a previous art performance in class. e.g. the ‘kete’ Dance.</p> <p>Put learners into groups of 2 or 3 depending on the size of the class.</p> <p>Invite each group to perform the ‘kete’ dance as others will be observing.</p> <p>Set up a three member judge to use the checklist or criteria to appraise the performance of each group.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Put learners into groups.</p> <p>Have learners fine words for each of the alphabets letters on the topic.</p> <p>The group with the most words wins.</p>	<p>Let learners explore a rhyme they know.</p> <p>Make a substitution table on the board.</p> <p>Lead learners to say aloud the words in the substitution table.</p> <p>Let learners say aloud the words in the substitution table individually.</p> <p>Demonstrate how sentences are formed from a substitution table.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Help learners to write correct sentences with correct spacing from the substitution table.</p> <p>Let learners read out their sentences in turns.</p> <p>Make a another substitution table on the board.</p> <p>Lead learners to say aloud the words in the substitution table and write correct sentences from the substitution table.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Engage learners to sing songs and recite rhymes</p> <p>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</p>	<p>Create upper and lower-case letters game. Play the game with learners.</p> <p>Let one learner lead the other learners to play the game (supervision is necessary).</p> <p>Write sentences on the board using upper and lower-case letters.</p> <p>Help learners to use upper case or lower-case letters correctly in writing sentences with correct spacing.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p>	<p>Guide learners to identify body composition using fat and fat free body mass.</p> <p>Learners to understand that body composition is the relative percentage of fat muscles and fat free body.</p> <p>Fat free mass includes internal organs, bone, muscle, water, and connective tissue.</p>  <p>FAT FREE MASS (FFM): LEAN BODY MASS (LBM):</p> <p>INCLUDES:</p> <ul style="list-style-type: none"> • WATER • PROTEIN • MINERAL COMPONENTS <p>IS MUSCLE</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>

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SAMPLE LESSON NOTES-WEEK 9
BASIC THREE

SCHEME OF LEARNING- WEEK 9

BASIC THREE

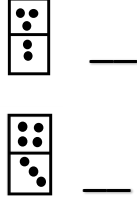
Name of School.....

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		<p>A. Learners can make and respond to polite requests</p> <p>B. Learners can read long texts with good pace, accuracy and expression</p> <p>C. Learners can write picture events using simple sentences</p> <p>D. Learners can spell phonically irregular words correctly</p> <p>E. Learners can read a variety of age and level-appropriate books and summarize them</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE POLLY FLINDERS</u> Little Polly flinders Sat among the cinders Warming her pretty little toes! Her mother came and caught her, And whipped her little daughter, For spoiling her nice new clothes.</p>	<p>A. ORAL LANGUAGE <i>(Asking and Answering Questions)</i></p> <p>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.</p> <p>Invite pairs of learners to the front of the class to make and respond to polite requests.</p> <p>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.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>ONE POTATO TWO POTATOES</u> One potato, two potatoes, three potatoes ,four! Five potatoes, six potatoes, seven potatoes , more! Eight potatoes nine potatoes ten potatoes, all</p>	<p>B. READING <i>(Fluency)</i></p> <p>Engage learners in pre-reading and demonstrate/model reading aloud with fluency, accuracy and expression.</p> <p>Have learners practice in pairs and groups.</p> <p>Learners must read at their own pace.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>HEAD SHOULDERS KNEES AND TOES</u> Head shoulders knees and toes, Knees and toes</p>	<p>C. WRITING <i>(Academic Writing)</i></p> <p>Using dictionaries and modelling, guide learners to give information on events of the day to their partners, class /groups/partners.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>

	<p>Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes.</p>	<p>Have learners represent this in the form of a picture.</p> <p>Have learners write simple sentences to accompany the pictures.</p> <p>Have learners share their work with the class. Note: (Give room for positive appreciation).</p>	<p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>THERE WAS A JOLLY MILLER ONCE</u> 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.</p>	<p><u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u> (Spelling)</p> <p>Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought.</p> <p>Dictate the words for learners to spell. Have learners use these words in oral and written sentences.</p> <p>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. <i>i. I drink — water.</i> <i>ii. Your is wrong.</i> <i>iii. I miss the class I was late.</i> <i>iv. My father chocolate.</i></p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Have a variety of age/level-appropriate books for learners to make a choice from.</p> <p>Guide learners to select books for readings</p>	<p><u>E. EXTENSIVE READING</u></p> <p>Using the Author's chair, introduce the reading/library time.</p> <p>Introduce narratives, expository, procedural texts to learners.</p>	<p>Let learners summarize the books they read to the whole class</p> <p>Learners draw parts of the stories they read.</p>



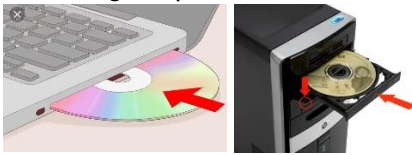
Week Ending	
Class	Three
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 71
Learning Indicator(s)	B3.3.3.2
Performance Indicator	Learners can read dates on the calendar, order dates of events and count days, weeks, months and years taken by given events
Strand	Geometry and Measurement
Sub strand	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	

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. <table border="1" data-bbox="727 751 1078 1012"> <thead> <tr> <th>Days Of The Week</th> <th>Months Of The Year</th> </tr> </thead> <tbody> <tr><td>Sunday</td><td>January</td></tr> <tr><td>Monday</td><td>February</td></tr> <tr><td>Tuesday</td><td>March</td></tr> <tr><td>Wednesday</td><td>April</td></tr> <tr><td>Thursday</td><td>May</td></tr> <tr><td>Friday</td><td>June</td></tr> <tr><td>Saturday</td><td>July</td></tr> <tr><td></td><td>August</td></tr> <tr><td></td><td>September</td></tr> <tr><td></td><td>October</td></tr> <tr><td></td><td>November</td></tr> <tr><td></td><td>December</td></tr> </tbody> </table> 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.	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	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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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) <table border="1" data-bbox="669 1255 873 1436"> <thead> <tr> <th colspan="7">September</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> What day of the week is the first day of September on this calendar? What date is the last Tuesday in September? Assessment: have learners to read the calendar and answer the questions	September							S	M	T	W	T	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					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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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, <table border="1" data-bbox="669 1625 863 1785"> <thead> <tr> <th colspan="7">July</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table> A camp starts on July 5 and ends on July 9. How many camp days are there? The campers go swimming on Tuesday and Thursday. On which dates will they swim? How many days are in the month of July? What day of the week is the last day of July on this calendar? Assessment: have learners to read the calendar and answer the questions	July							S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	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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<p>Thursday</p>	<p>Engage learners to count the dots and write each number beside</p> 	<p>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.)</p> <table border="1" data-bbox="727 212 1076 495"> <thead> <tr> <th>Public Holiday</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>New Year's Day</td> <td>1st January</td> </tr> <tr> <td>Constitution Day</td> <td>7th January</td> </tr> <tr> <td>Independence Day</td> <td>6th March</td> </tr> <tr> <td>Good Friday</td> <td>10th April</td> </tr> <tr> <td>Easter Monday</td> <td>13th April</td> </tr> <tr> <td>May Day</td> <td>1st May</td> </tr> <tr> <td>Eid al-Fitr</td> <td>24th May</td> </tr> <tr> <td>Eid al-Adha</td> <td>31st July</td> </tr> <tr> <td>Founders' Day</td> <td>4th August</td> </tr> <tr> <td>Kwame Nkrumah Memorial Day</td> <td>21st September</td> </tr> <tr> <td>Farmers' Day</td> <td>4th December</td> </tr> <tr> <td>Christmas Day</td> <td>25th December</td> </tr> <tr> <td>Boxing Day</td> <td>26th December</td> </tr> </tbody> </table>	Public Holiday	Date	New Year's Day	1st January	Constitution Day	7th January	Independence Day	6th March	Good Friday	10th April	Easter Monday	13th April	May Day	1st May	Eid al-Fitr	24th May	Eid al-Adha	31st July	Founders' Day	4th August	Kwame Nkrumah Memorial Day	21st September	Farmers' Day	4th December	Christmas Day	25th December	Boxing Day	26th December	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
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<p>Friday</p>	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> 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.</p>	<p>Engage learners to sing rhymes on the days of week and months of the year.</p> <p>Ask learners to say the rhyme "Thirty-days has September"</p> <p>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</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>																												

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)
	<p>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson.</p> <p>Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson</p>	<p>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)</p> <p>Engage learners to communicate their findings based on the investigations</p> <p>Learners name some technological devices they see in the school, at home, in the market places, hospitals, mosque, churches, bus stations, airport, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>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</p> <p>Facilitate a session where learners operate some common devices such as mobile phones, laptops, toy cars etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition</p>	<p>Let learners brainstorm to find out what will happen if there were no modern technological devices in the community</p> <p>Ask learners to draw a technological device that will improve their communities in future.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

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	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Learner identify parts of the computer and how they work (i.e. hard disk, power supply) or pictures of the computer parts to class,</p>  <p>Ask learners to pick one item in turns and differentiate selected items.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition</p>	<p>Learners identify the bottom row, Caps Lock and Tab keys on the real keyboard or by the use of pictures.</p>  <p>Learners practice typing e.g. four-letter words and simple sentences on the key pad with proper positioning of fingers on the keyboard.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners explore the insertion and ejection of DVD/CD-ROM as well as connecting of a pen drive.</p>  <p>Through demonstration guide learners to play computer games to re-enforce keyboard and mouse skills.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>


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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Display an image on the board (relating to the topic) but cover it up.</p> <p>Every time a student a student answers a question then show a little bit of the image.</p> <p>The first person to guess the correct image wins.</p>	<p>Have learners mention ways of living in harmony with one another.</p> <p>Discuss the need to live in harmony with one another: to promote peace and unity, law and order, growth and development, etc.</p> <p>In a Think-Pair-Share session, let learners talk about attitudes and behaviors that promote harmonious living at home, school, community, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

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			
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

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Learners to sing songs and play games to get them ready for the lesson</p> <p>Show pictures of visual artworks to learners for them to observe and talk about them</p>	<p>In our last visual arts lesson, we learnt how to make a mosaic using materials in the local community.</p> <p>Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make a mosaic.</p> <p>Demonstrate and guide learners to make a simple mosaic.</p> <p>Allow learners to practice in groups following the steps provided</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>In our last performing arts lesson, we learnt how to write our own stories.</p> <p>Guide learners to choose a theme or title for their story. e.g. "the disobedient boy" "the greedy man" "Sarah the proud girl " etc.</p> <p>Guide learners to identify the characters and plan the story.</p> <p>Share roles to learners and have them to perform the story in front of the whole class</p> <p>Shuffle the roles among learners to ensure active participation.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

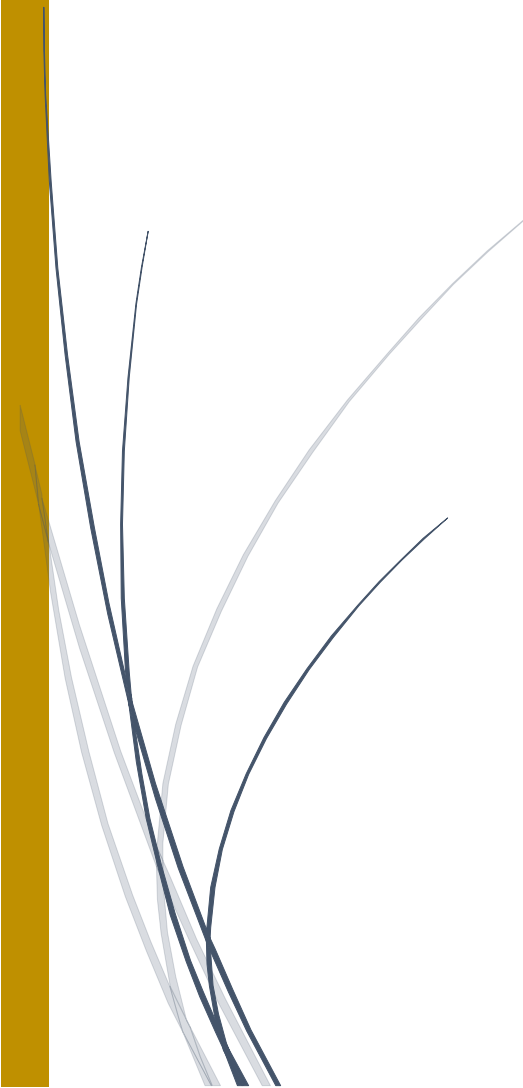
Week Ending			
Class	Three		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 111		
Learning Indicator(s)	B3.5.6.1.1-3		
Performance Indicator	Learners can recognize and use conjunctions in compound sentences.		
Strand	Writing Conventions		
Sub strand	Use Of Simple And Compound 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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Put learners into groups.</p> <p>Have learners fine words for each of the alphabets letters on the topic.</p> <p>The group with the most words wins.</p>	<p>Let learners mention names of objects in the classroom and the environment.</p> <p>Use conjunctions to form simple sentences on the board.</p> <p>Call learners to read aloud the sentences.</p> <p>Lead learners to discuss and recognize conjunctions in the sentences.</p> <p>Let learners form their own sentences using a chosen conjunction.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Let learners mention names of objects in the classroom and the environment.</p> <p>Write compound sentences on the board and lead learners to read the sentences.</p> <p>Lead learners to underline the conjunctions in the sentences. Help learners to use conjunctions to form compound sentences from simple sentences.</p> <p>Put learners into groups and let them form a given number of sentences using conjunctions.</p> <p>Let learners read aloud their sentences to the class and discuss the sentences with learners.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Itsy Bitsy Spider</u> 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</p>	<p>Let learners mention names of objects in the classroom and the environment.</p> <p>Write compound sentences on the board and lead learners to read the sentences.</p> <p>Help learners to use conjunctions such as, “but” and “because” to form compound sentences.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

	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)
	<p>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson.</p> <p>Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson.</p>	<p>Brainstorm with learners on what drugs means.</p> <p><i>Drug is any substance that causes a change in an organisms physiology and psychology when consumed.</i></p>  <p>Brainstorm with learners that adolescents use drugs to reduce pains, to cure disease, to gain confidence, imitate others, etc.</p> <p>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.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p> <p>Ask learners to summarize what they have learnt.</p>

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SAMPLE LESSON NOTES-WEEK 10
BASIC THREE

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right.

Fayol Inc.
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SCHEME OF LEARNING- WEEK 10

BASIC THREE

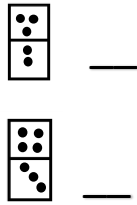
Name of School.....

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	<p>A. Learners can present ideas logically</p> <p>B. Learners can read long texts with good pace, accuracy and expression</p> <p>C. Learners can write picture events using simple sentences</p> <p>D. Learners can spell phonically irregular words correctly</p> <p>E. Learners can read a variety of age and level-appropriate books and summarize them</p>		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards and a class library		
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>ONE POTATO TWO POTATOES</u> One potato, two potatoes, three potatoes ,four! Five potatoes, six potatoes, seven potatoes , more! Eight potatoes nine potatoes ten potatoes, all</p>	<p>A. <u>ORAL LANGUAGE</u> (Presentation)</p> <p>Discuss important people (e.g. teachers, footballers, farmer, police officer, etc.) in learners' community and what made them important.</p> <p>Ask learners to prepare presentations on what they would like to be important for and why.</p> <p>Have learners present their work logically.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>ONE POTATO TWO POTATOES</u> One potato, two potatoes, three potatoes ,four! Five potatoes, six potatoes, seven potatoes , more! Eight potatoes nine potatoes ten potatoes, all</p>	<p>B. <u>READING</u> (Fluency)</p> <p>Engage learners in pre-reading and demonstrate/model reading aloud with fluency, accuracy and expression.</p> <p>Have learners practice in pairs and groups.</p> <p>Learners must read at their own pace.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>HEAD SHOULDERS KNEES AND TOES</u> Head shoulders knees and toes,</p>	<p>C. <u>WRITING</u> (Academic Writing)</p> <p>Using dictionaries and modelling, guide learners to give information on events of</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>

	<p>Knees and toes Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes.</p>	<p>the day to their partners, class /groups/partners.</p> <p>Have learners represent this in the form of a picture.</p> <p>Have learners write simple sentences to accompany the pictures.</p> <p>Have learners share their work with the class. Note: (Give room for positive appreciation).</p>	<p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>THERE WAS A JOLLY MILLER ONCE</u> 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.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Spelling)</i></p> <p>Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought.</p> <p>Dictate the words for learners to spell. Have learners use these words in oral and written sentences.</p> <p>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. <i>i. I drink — water.</i> <i>ii. Your is wrong.</i> <i>iii. I miss the class I was late.</i> <i>iv. My father chocolate.</i></p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Have a variety of age/level-appropriate books for learners to make a choice from.</p> <p>Guide learners to select books for readings</p>	<p>E. EXTENSIVE READING</p> <p>Using the Author's chair, introduce the reading/library time.</p> <p>Introduce narratives, expository, procedural texts to learners.</p>	<p>Let learners summarize the books they read to the whole class</p> <p>Learners draw parts of the stories they read.</p>

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	

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 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 Guide learners to solve problems requiring an understanding of number of seconds in a minute.	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. ○ △ □ ○ △ □	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 Guide learners to solve problems requiring an understanding of the number of minutes in an hour.	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. ○ ○ ○ ○ ○ ○ ○	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.



		<p>7 days one week 52 weeks one year; 12 months one year</p> <p>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.</p>	
Thursday	<p>Engage learners to count the dots and write each number beside</p> 	<p>Guide learners to develop understanding of the relationship between days and months.</p> <p>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</p> <p>Guide learners to solve problems requiring an understanding of number days in a month</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Friday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> 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.</p>	<p>Guide learners to develop understanding of the relationship between months and year.</p> <p>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</p> <p>Guide learners to solve problems requiring an understanding of number of months and year.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

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)
	<p>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson.</p> <p>Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson</p>	<p>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)</p> <p>Engage learners to communicate their findings based on the investigations</p> <p>Learners name some technological devices they see in the school, at home, in the market places, hospitals, mosque, churches, bus stations, airport, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>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</p> <p>Facilitate a session where learners operate some common devices such as mobile phones, laptops, toy cars etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition</p>	<p>Let learners brainstorm to find out what will happen if there were no modern technological devices in the community</p> <p>Ask learners to draw a technological device that will improve their communities in future.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

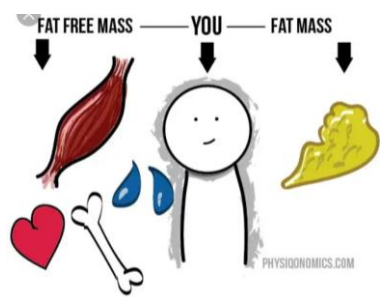
Week Ending			
Class	Three		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 56		
Learning Indicator(s)	B3.5.3.1.1.		
Performance Indicator	Demonstrate sending and sharing information		
Strand	My Global Community		
Sub strand	Sources Of Information		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Bring real items or pictures of telephone, mobile phone, radio etc., to class. Learners talk about the use of these technological tools.</p> <p>Learners draw the items used for receiving and sending information e.g. mobile phone.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher 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</p>	<p>Learners talk about where one can receive or send information, e.g. letter writing or text messaging, posters, newspapers, telephones calls, SMS etc.</p> <p>Ask learners to role-play a telephone conversation.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners talk about where one can receive or send information, e.g. letter writing or text messaging, posters, newspapers, telephones calls, SMS etc.</p> <p>Ask learners to role-play a telephone conversation.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Display an image on the board (relating to the topic) but cover it up.</p> <p>Every time a student answers a question then show a little bit of the image.</p> <p>The first person to guess the correct image wins.</p>	<p>Have learners mention ways of living in harmony with one another.</p> <p>Discuss the need to live in harmony with one another: to promote peace and unity, law and order, growth and development, etc.</p> <p>In a Think-Pair-Share session, let learners talk about attitudes and behaviors that promote harmonious living at home, school, community, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>

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			
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

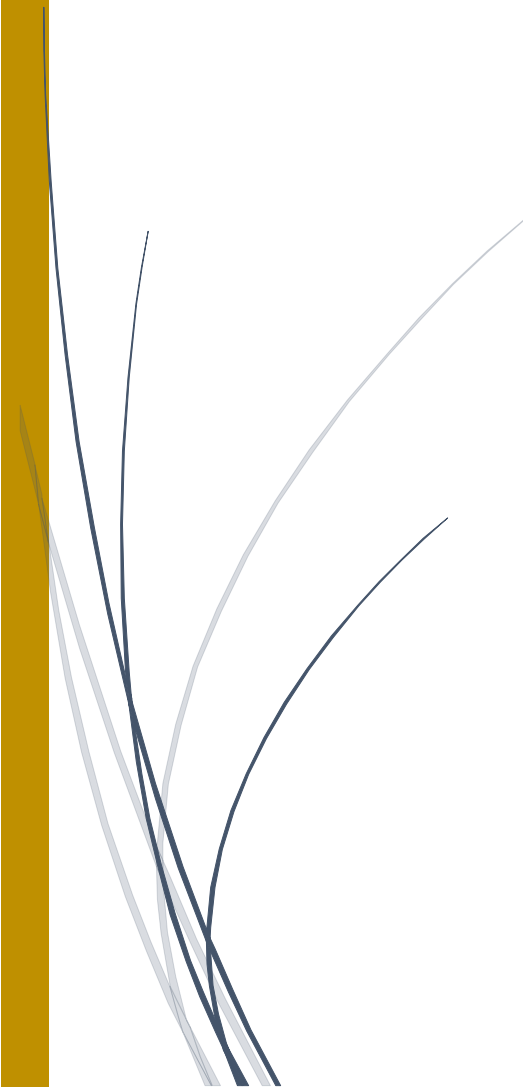
Week Ending			
Class	Three		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B3.1.2.2 B3.1.2.3		
Performance Indicator	Learners can create own functional artworks by skilfully using available arts tools and material.		
Strand	Visual Arts & Performing Arts		
Sub 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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Activate the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> 	<p>Engage learners to make a simple beadwork using materials in the local community.</p> <p>Learners gather materials and tools available in their community.</p> <p>Demonstrate and guide learners to make a simple beadwork.</p> <p>Allow learners to practice in groups following the steps provided</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Show learners a video or pictures of the dance you want to teach.</p> 	<p>In our last performing arts lesson, we learnt how to create our own dance moves.</p> <p>Guide learners to pick a piece of music for the dance. e.g. Adowa dance</p> <p>Guide learners to determine the style and plan for the dance. Show learners a video or pictures of the dance.</p> <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

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			
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 Row, Row, Row Your Boat" Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.	Let learners say the letters of the alphabet. 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.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	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 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	Let learners say the letters of the alphabet. 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.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Learners explain that body composition is the relative percentage of fat muscles and fat free muscles (body).</p> <p>The human body is grouped into two components; fat and everything else (FFM). The FFM includes internal organs, bones, muscles, water, and connective tissues.</p>  <p>The diagram illustrates body composition. A central figure labeled 'YOU' is surrounded by various components. On the left, under 'FAT FREE MASS', are a red muscle, a red heart, a white bone, and two blue water droplets. On the right, under 'FAT MASS', is a yellow, irregular shape representing fat. Arrows point from the labels to their respective components.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do while you go round to guide those who need help.</p>

A thick vertical gold bar is on the left side of the page. A yellow arrow points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 11
BASIC THREE

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right.

Fayol Inc.
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SCHEME OF LEARNING- WEEK 11

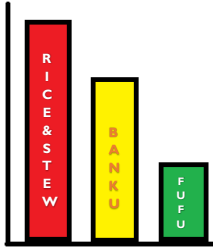
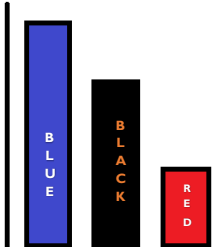
BASIC THREE

Name of School.....

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	<p>A. Learners can present ideas logically</p> <p>B. Learners can recognize more than two hundred high frequency words with automaticity</p> <p>C. Learners can make a radio/TV presentations/performances</p> <p>D. Learners can spell phonically irregular words correctly</p> <p>E. Learners can read a variety of age and level-appropriate books and summarize them</p>		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards and a class library		
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Have learners recite familiar rhymes.</p> <p><u>FIVE LITTLE DUCKS</u> 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.</p>	<p><u>A. ORAL LANGUAGE</u></p> <p>Discuss important people (e.g. teachers, footballers, farmer, police officer, etc.) in learners’ community and what made them important.</p> <p>Ask learners to prepare presentations on what they would like to be important for and why.</p> <p>Have learners present their work logically.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE TOMMY TITTMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men’s ditches.</p>	<p><u>B. READING</u></p> <p>Revise the knowledge of sight words through games.</p> <p>Have learners identify sight words in texts using games such as Fishing and Lucky Dip.</p> <p>Let learners use the sight words to construct meaningful sentences.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p><u>C. WRITING</u></p> <p>Let Learners rehearse presenting information on radio or TV.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>

		<p>Have learners generate ideas, plan and present them in groups as done on radio.</p> <p>Assign groups to present their ideas to the whole class.</p> <p>Plan for a live presentation/performance.</p>	<p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>THERE WAS A JOLLY MILLER ONCE</u> 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.</p>	<p><u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Spelling)</i></p> <p>Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought.</p> <p>Dictate the words for learners to spell. Have learners use these words in oral and written sentences.</p> <p>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. <i>i. I drink — water.</i> <i>ii. Your is wrong.</i> <i>iii. I miss the class I was late.</i> <i>iv. My father chocolate.</i></p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Have a variety of age/level-appropriate books for learners to make a choice from.</p> <p>Guide learners to select books for readings</p>	<p><u>E. EXTENSIVE READING</u></p> <p>Using the Author's chair, introduce the reading/library time.</p> <p>Introduce narratives, expository, procedural texts to learners.</p>	<p>Let learners summarize the books they read to the whole class</p> <p>Learners draw parts of the stories they read.</p>

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Guide learners to 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.</p> <p>Let learners identify the number of boys and girls in each group.</p> <p>Have learners to use tallies to represent the number of boys and girls on a table.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Tuesday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Guide learners to use tallies, checkmarks, charts, lists or tables to answer questions, and justify the answers, based on the organized data.</p> <p>Have learners to answer questions based on the data collected on the number of boys and girls. Example: i. How many boys? ii. how many girls? iii. how many altogether? iv. more girls than boys. Yes/No v. less boys than girls? Yes/No</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Wednesday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Let gather and bring all items that can found in the classroom. Example: pencils, sharpeners, erasers, crayons, bags, dusters, chalk, pens, etc.</p> <p>Let them sort and group them. That is group of pencils, group of pens, etc.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>


		<p>Learners to count and identify the number of items in each group.</p> <p>Have learners to use tallies to represent the number of boys and girls on a table and answer questions based on the data collected.</p>	
Thursday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>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)</p> <p>Draw a bar graph on the board depicting the food learners like best</p>  <p>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?"</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Friday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>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)</p> <p>Draw a bar graph on the board depicting learners favorite colors</p>  <p>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?"</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Learners watch pictures and videos on human activities that pollute the atmosphere.</p> <p>Teacher explains to learners that “atmosphere” refers to the air around us.</p> <p>Tell stories or talk about scenarios that pollute the atmosphere i.e. burning of waste and bush, exhaust fumes from moving cars etc.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>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.</p> <p>Evaluate learners by asking them to talk about other activities that pollute the atmosphere.</p> <p>Teacher should not discuss things about climate doom that will scare the learners.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Introduce a simple game or activity to help learners understand how the atmosphere gets polluted.</p> <p>Evaluate learners by asking them to talk about other activities that pollute the atmosphere.</p> <p>Teacher should not discuss things about climate doom that will scare the learners.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Learners talk about ways of communicating with others e.g. Storytelling, conversations, gesturing etc.</p> <p>Learners talk about the importance of technology in communication, e.g. it is faster, it is saves money, it makes us contact people easily.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Learners talk about how to protect technology tools in communication, e.g. handling with care, not leaving them in the Sun, cleaning them regularly.</p> <p>Learners practice how to use mobile phone to communicate politely e.g. how to make a call and how to receive a call.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Demonstrate to learners how to speak on phone politely</p> <p>Learners in groups, talk about how to speak on phone politely.</p> <p>Have learners to draw and color any technological tool.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Display an image on the board (relating to the topic) but cover it up.</p> <p>Every time a student answers a question then show a little bit of the image.</p> <p>The first person to guess the correct image wins.</p>	<p>Have learners mention ways of living in harmony with one another.</p> <p>Discuss the need to live in harmony with one another: to promote peace and unity, law and order, growth and development, etc.</p> <p>In a Think-Pair-Share session, let learners talk about attitudes and behaviors that promote harmonious living at home, school, community, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>

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			
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

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Guide learners to plan an arrangement of own artworks to share, educate and inform the public on topical issues of the local community.</p> <p>Learners should select a theme for their art. E.g. go green or save trees.</p>  <p>Learners should plan their art in a sketch form.</p>	<p>Teacher moves round the class to monitor the progress of learners in their sketches.</p> <p>Encourage learners to come out with good sketches.</p> <p>Give out manual invitations cards to learners to be given to their parents.</p>
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Organize a place for the exhibition.</p> <p>Invite other teachers to witness the artwork. Set the stage for learners to display their artwork.</p> <p>Evaluate individual art and allow pupils to talk about them in the form of appraisal.</p> <p>Discuss the moral lessons in the song.</p>	<p>Appreciate and thank parents for their presence.</p> <p>Let learners organize themselves to clean up the place after the exhibition.</p>

Week Ending			
Class	Three		
Subject	GHANAIAI 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			
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 lesson. 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	Discuss with learners where to locate the title and author of a book. Let learners bring out any reading book from the cupboard and 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.
	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 questions based on the story read for learners to answer.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>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.</p> <p>Engage Learners to improve on their practice as they receive positive verbal and non-verbal feedback from their peers, teacher, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>



SAMPLE LESSON NOTES-WEEK 12
BASIC THREE

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SCHEME OF LEARNING- WEEK 12

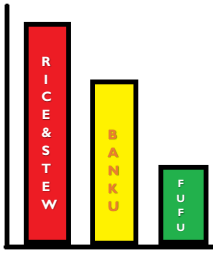
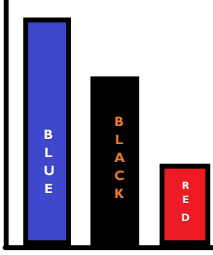
BASIC THREE

Name of School.....

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	<p>A. Learners can use appropriate verbal and non-verbal cues to convey meaning while speaking</p> <p>B. Learners can use self-correction strategy to make meaning from texts (repeated)</p> <p>C. Learners can make a radio/TV presentations/performances</p> <p>D. Learners can spell phonically irregular words correctly</p> <p>E. Learners can read a variety of age and level-appropriate books and summarize them</p>		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards and a class library		
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Have learners recite familiar rhymes.</p> <p><u>FIVE LITTLE DUCKS</u> 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.</p>	<p><u>A. ORAL LANGUAGE</u></p> <p>Demonstrate use of appropriate posture, verbal and non-verbal cues to communicate meaning, e.g. nodding, smiling, etc. to show approval.</p> <p>Discuss the various non-verbal cues (e.g. facial expression, eye contact, crossed arms, etc.) you used and their meanings with learners.</p> <p>Let the groups plan their presentations on an appropriate topic.</p> <p>Give each group time to present and have the class talk about the appropriate verbal and non-verbal cues used</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE TOMMY TITTEMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men’s ditches.</p>	<p><u>B. READING</u></p> <p>Have learners use self-correction strategy as they pronounce words in a read aloud lesson.</p> <p>Check for intonation and pace as they read to make meaning</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

<p>Wednesday</p>	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>C. <u>WRITING</u></p> <p>Let Learners rehearse presenting information on radio or TV.</p> <p>Have learners generate ideas, plan and present them in groups as done on radio.</p> <p>Assign groups to present their ideas to the whole class.</p> <p>Plan for a live presentation/performance.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>THERE WAS A JOLLY MILLER ONCE</u> 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.</p>	<p><u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Spelling)</i></p> <p>Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought.</p> <p>Dictate the words for learners to spell. Have learners use these words in oral and written sentences.</p> <p>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. <i>i. I drink —— water.</i> <i>ii. Your is wrong.</i> <i>iii. I miss the class I was late.</i> <i>iv. My father chocolate.</i></p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
<p>Friday</p>	<p>Have a variety of age/level-appropriate books for learners to make a choice from.</p> <p>Guide learners to select books for readings</p>	<p><u>E. EXTENSIVE READING</u></p> <p>Using the Author's chair, introduce the reading/library time.</p> <p>Introduce narratives, expository, procedural texts to learners.</p>	<p>Let learners summarize the books they read to the whole class</p> <p>Learners draw parts of the stories they read.</p>

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Guide learners to 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.</p> <p>Let learners identify the number of boys and girls in each group.</p> <p>Have learners to use tallies to represent the number of boys and girls on a table.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who may need special help.</p>
Tuesday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Guide learners to use tallies, checkmarks, charts, lists or tables to answer questions, and justify the answers, based on the organized data.</p> <p>Have learners to answer questions based on the data collected on the number of boys and girls. Example: i. How many boys? ii. how many girls? iii. how many altogether? iv. more girls than boys. Yes/No v. less boys than girls? Yes/No</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who may need special help.</p>
Wednesday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Let gather and bring all items that can found in the classroom. Example: pencils, sharpeners, erasers, crayons, bags, dusters, chalk, pens, etc.</p> <p>Let them sort and group them. That is group of pencils, group of pens, etc.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who may need special help.</p>

		<p>Learners to count and identify the number of items in each group.</p> <p>Have learners to use tallies to represent the number of boys and girls on a table and answer questions based on the data collected.</p>	
Thursday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>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)</p> <p>Draw a bar graph on the board depicting the food learners like best</p>  <p>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?"</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who may need special help.</p>
Friday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>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)</p> <p>Draw a bar graph on the board depicting learners favorite colors</p>  <p>Learners to use the graph to answer and/or pose questions,</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who may need special help.</p>



		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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Learners watch pictures and videos on human activities that pollute the atmosphere.</p> <p>Teacher explains to learners that “atmosphere” refers to the air around us.</p> <p>Tell stories or talk about scenarios that pollute the atmosphere i.e. burning of waste and bush, exhaust fumes from moving cars etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>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.</p> <p>Evaluate learners by asking them to talk about other activities that pollute the atmosphere.</p> <p>Teacher should not discuss things about climate doom that will scare the learners.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Introduce a simple game or activity to help learners understand how the atmosphere gets polluted.</p> <p>Evaluate learners by asking them to talk about other activities that pollute the atmosphere.</p> <p>Teacher should not discuss things about climate doom that will scare the learners.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Learners talk about ways of communicating with others e.g. Storytelling, conversations, gesturing etc.</p> <p>Learners talk about the importance of technology in communication, e.g. it is faster, it is saves money, it makes us contact people easily.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Learners talk about how to protect technology tools in communication, e.g. handling with care, not leaving them in the Sun, cleaning them regularly.</p> <p>Learners practice how to use mobile phone to communicate politely e.g. how to make a call and how to receive a call.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Demonstrate to learners how to speak on phone politely</p> <p>Learners in groups, talk about how to speak on phone politely.</p> <p>Have learners to draw and color any technological tool.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Display an image on the board (relating to the topic) but cover it up.</p> <p>Every time a student answers a question then show a little bit of the image.</p> <p>The first person to guess the correct image wins.</p>	<p>Have learners mention ways of living in harmony with one another.</p> <p>Discuss the need to live in harmony with one another: to promote peace and unity, law and order, growth and development, etc.</p> <p>In a Think-Pair-Share session, let learners talk about attitudes and behaviors that promote harmonious living at home, school, community, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>

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)
	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

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			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. clay pot</p> <p>Theme: <i>Unity</i> Subject matter: <i>Historical</i> Media: <i>Clay</i> Techniques: <i>coiling method</i> Uses: <i>for fetching and storing water</i> Future modification: <i>addition of handles</i></p> 	<p>Assessment: Present learners with different artworks for them to use the guidelines in appreciating and appraising.</p> <p>Summarize lesson activities with learners.</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Performing artworks include dance, music and drama.</p> <p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. Agbadza dance</p>  <p>Let learners talk about the theme, gestures, makeup, costume, stage use and stage setting as they watch the video or pictures of the dance.</p>	<p>Review the lesson activities through questions and answers.</p>

Week Ending			
Class	Three		
Subject	GHANAIA N 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			
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	Let learners scan through the reading book and write down the words that are unfamiliar to them. Put learners into groups to compare the words that they have written and come out with one list. Let each group write their words on the board and lead them to pronounce the words as a group and individually.	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	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 questions 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	Guide learners to choose appropriate story books from the class library. Lead them to identify and write down all the unfamiliar words in it. 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.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

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			
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.