

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

SAMPLE LESSON NOTES-WEEK 10
BASIC THREE

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

Fayol Inc.
0547824419/0549566881 sirhoa1@gmail.com

SCHEME OF LEARNING- WEEK 10

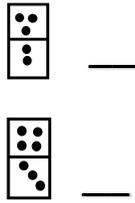
BASIC THREE

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><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 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>

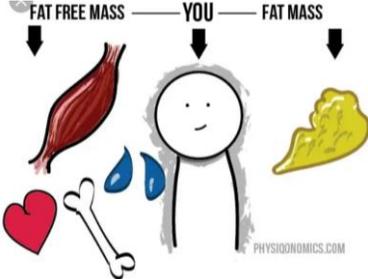
Week Ending			
Class	Three		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B3.4.2.1.1:		
Performance Indicator	Learners can explain the need to live in harmony with one another.		
Strand	The Family and the Community		
Sub strand	Personal Safety In The Community		
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 the components of body composition. A central figure labeled 'YOU' is shown with arrows pointing to 'FAT FREE MASS' and 'FAT MASS'. 'FAT FREE MASS' includes a muscle, a heart, a bone, and water droplets. 'FAT MASS' is represented by a yellow fat mass.</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>