

THE GODFATHER
TERM ONE
B3 8 WEEKS, B4 4 WEEKS FOR BASIC FOUR
ANNUAL SCHEME OF LEARNING
TERMLY SCHEME OF LEARNING
WEEK 1 - 12

NANA FIFI ACQUAH SCHOOL

WHATSAPP 0245350591

**TERM ONE
BASIC FOUR
ANNUAL SCHEME OF LEARNING
TERMLY SCHEME OF LEARNING
WEEK 1 - 12**

NANA FIIFI ACQUAH SCHOOL

GENERAL INFORMATION

Name of school.....

District

Management Unit.....

Name of Class Teacher

Class Teachers Reg. No.....

Class

Boys

Girls.....

Average age of pupils.....

NANA FIIFI ACQUAH SCHOOL

YEARLY SCHEME OF LEARNING

ENGLISH LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Phonics	Phonics	Phonics
	Nouns	Nouns	Determiners
	Penmanship and Handwriting	Penmanship and Handwriting	Writing as a Process
	Using Punctuation	Naming words/ Nouns	Naming words/ Nouns
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
2	Songs	Songs	Poems
	Phonics	Word Families, Rhyming Endings and Common Digraphs	Phonics
	Nouns	Nouns	Nouns
	Paragraph Development	Penmanship and Handwriting	Writing as a Process
	Using Punctuation	Naming words/ Nouns	Naming words/ Nouns
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
3	Poems	Poems	Conversation
	Word Families	Blends and Consonant Clusters	Vocabulary
	Nouns	Determiners	Verbs
	Paragraph Development	Paragraph Development	Argumentative/Persuasive Writing
	Naming words/ Nouns	Using Action Words	Using Action Words

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	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
4	Story Telling	Story Telling	Conversation
	Diphthongs	Vocabulary	Vocabulary
	Determiners	Determiners	Verbs
	Writing as a Process	Paragraph Development	Argumentative/Persuasive Writing
	Naming words/ Nouns	Using Action Words	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
5	Dramatisation and Role Play	Dramatisation and Role Play	Listening Comprehension
	Blends and Consonant Clusters	Vocabulary	Comprehension
	Determiners	Verbs	Adverbs
	Writing as a Process	Writing as a Process	Argumentative/Persuasive Writing
	Naming words/ Nouns	Using Qualifying Words – Adjectives	Using Simple, Compound and Complex Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
6	Conversation	Conversation	Listening Comprehension
	Vocabulary	Vocabulary	Comprehension
	Determiners	Verbs	Conjunctions
	Writing as a Process	Writing as a Process	Argumentative/Persuasive Writing

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	Naming words/ Nouns	Using Qualifying Words – Adjectives	Using Simple, Compound and Complex Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
7	Listening Comprehension	Conversation	Presentation
	Vocabulary	Comprehension	Silent Reading
	Pronouns	Verbs	Conjunctions
	Narrative Writing	Writing as a Process	Expository/Informative Writing
	Using Action Words	Using Simple Prepositions	Using Simple, Compound and Complex Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
8	Asking and Answering Questions	Listening Comprehension	Presentation
	Vocabulary	Comprehension	Silent Reading
	Pronouns	Verbs	Modals
	Narrative Writing	Creative/Free Writing	Expository/Informative Writing
	Using Action Words	Using Simple Prepositions	Using Simple, Compound and Complex Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
9	Giving and Following Commands	Asking and Answering Questions	Presentation
	Comprehension	Comprehension	Fluency
	Adjectives	Adverbs	Modals

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	Creative/Free Writing	Creative/Free Writing	Letter Writing
	Using Qualifying Words – Adjectives	Conjunctions	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
10	Presentation	Giving and Following Commands/ Instructions/Directions and Making and Responding to Requests	Presentation
	Comprehension	Silent Reading	Summarising
	Verbs	Adverbs	Prepositions
	Creative/Free Writing	Argumentative/Persuasive Writing	Letter Writing
	Using Qualifying Words – Adjectives	Conjunctions	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
11	Presentation	Presentation	Presentation
	Comprehension	Fluency	Summarising
	Verbs	Idiomatic Expressions	Prepositions
	Descriptive Writing	Argumentative/Persuasive Writing	Letter Writing
	Using Adverbs	Conjunctions	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
12	Presentation	Presentation	Presentation
	Comprehension	Fluency	Summarising
	Verbs	Idiomatic Expressions	Prepositions
	Descriptive Writing	Argumentative/Persuasive Writing	Letter Writing

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	Using Adverbs	Conjunctions	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading

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NANA FIIFI ACQUAH SCHOOL

YEARLY SCHEME OF LEARNING

SCIENCE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS
2	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS
3	MATERIALS	EARTH SCIENCE	EARTH SCIENCE
4	EARTH SCIENCE	LIFE CYCLES OF ORGANISMS	ELECTRICITY AND ELECTRONICS
5	EARTH SCIENCE	SOURCES AND FORMS OF ENERGY	PERSONAL HYGIENE AND SANITATION
6	LIFE CYCLES OF ORGANISMS	ELECTRICITY AND ELECTRONICS	DISEASES
7	THE HUMAN BODY SYSTEMS	ELECTRICITY AND ELECTRONICS	DISEASES
8	THE HUMAN BODY SYSTEMS	ELECTRICITY AND ELECTRONICS	CLIMATE CHANGE
9	THE SOLAR SYSTEM	FORCES AND MOVEMENT	CLIMATE CHANGE
10	THE SOLAR SYSTEM	FORCES AND MOVEMENT	CLIMATE CHANGE
11	ECOSYSTEM	PERSONAL HYGIENE AND SANITATION	CLIMATE CHANGE
12	ECOSYSTEM	PERSONAL HYGIENE AND SANITATION	CLIMATE CHANGE

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YEARLY SCHEME OF LEARNING

OWOP

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	Myself	The Environment and the Weather
2	Nature of God	Myself	The Environment and the Weather
3	Myself	My Family and the Community	Being a Citizen
4	My Family and the Community	The Environment and the Weather	Being a Citizen
5	Home and School	Worship	Authority and Power
6	The Environment and the Weather	Festivals	Responsible use of Resources
7	Plants and Animals	Basic Human Rights	Farming in Ghana
8	Map Making and Land Marks	Basic Human Rights	Our Neighbouring Countries
9	Population and Settlement	Being a Leader	Our Neighbouring Countries
10	Population and Settlement	Being a Leader	Our Neighbouring Countries
11	Population and Settlement	Being a Citizen	Our Neighbouring Countries
12	Population and Settlement	Being a Citizen	Our Neighbouring Countries

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YEARLY SCHEME OF LEARNING

COMPUTING

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Generation of computers and parts of a computer and other gadgets	Generation of computers and parts of a computer and other gadgets	Generation of computers and parts of a computer and other gadgets
2	Generation of computers and parts of a computer and other gadgets	Generation of computers and parts of a computer and other gadgets	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)
3	Generation of computers and parts of a computer and other gadgets.	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)
4	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Data, sources and usage
5	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	Data, sources and usage	Data, sources and usage
6	Data, sources and usage	Data, sources and usage	Technology in the community (communication)
7	Data, sources and usage	Data, sources and usage	INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)
8	Data, sources and usage	Technology in the community (communication)	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)
9	Data, sources and usage	Technology in the community (communication)	INTRODUCTION TO WORD PROCESSING (TABS AND

			RIBBONS OF WORD PROCESSING)
10	Technology in the community (communication	INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)
11	Technology in the community (communication	INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)
12	Technology in the community (communication	INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)

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YEARLY SCHEME OF LEARNING

MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Counting, Representation & Cardinality	Number Operations	Unknowns, Expressions and Equations
2	Counting, Representation & Cardinality	Fractions	2D and 3D Shapes
3	Counting, Representation & Cardinality	Fractions	Position / Transformation
4	Counting, Representation & Cardinality	Fractions	Measurement- (Perimeter and Area)
5	Counting, Representation & Cardinality	Fractions	Measurement- (Perimeter and Area)
6	Counting, Representation & Cardinality	Fractions	Measurement- (Perimeter and Area)
7	Counting, Representation & Cardinality	Fractions	Measurement -Time
8	Number Operations	Fractions	Data Collection, Organization, Presentation, Interpretation and Analysis
9	Number Operations	Patterns and Relationships	Data Collection, Organization, Presentation, Interpretation and Analysis
10	Number Operations	Pattern and Relationships	Data Collection, Organization, Presentation, Interpretation and Analysis
11	Number Operations	Pattern and Relationships	Data Collection, Organization, Presentation, Interpretation and Analysis
12	Number Operations	Unknowns, Expressions and Equations	Data Data Collection, Organization, Presentation, Interpretation and Analysis

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YEARLY SCHEME OF LEARNING

RME

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
2	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
3	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
4	God the Creator	Festivals in the Three Major Religions	Roles and Relationships
5	God the Creator	Festivals in the Three Major Religions	Authority and Obedience
6	The Environment	The Call of the Leaders of the Three Major Religions	Authority and Obedience
7	The Environment	The Call of the Leaders of the Three Major Religions	Roles, Relationships in the Family and Character Formation
8	Religious Worship, Prayer and other Religious Practices	The Call of the Leaders of the Three Major Religions	Roles, Relationships in the Family and Character Formation
9	Religious Worship, Prayer and other Religious Practices	The Call of the Leaders of the Three Major Religions	Roles, Relationships in the Family and Character Formation
10	Religious Worship, Prayer and other Religious Practices	Roles and Relationships	Roles, Relationships in the Family and Character Formation
11	Religious Worship, Prayer and other Religious Practices	Roles and Relationships	Roles, Relationships in the Family and Character Formation
12	Religious Worship, Prayer and other Religious Practices	Roles and Relationships	Roles, Relationships in the Family and Character Formation

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YEARLY SCHEME OF LEARNING

HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Why and How We Study HISTORY	Major Historical Locations	Establishing Colonial Rule in Ghana
2	Why and How We Study HISTORY	Major Historical Locations	Establishing Colonial Rule in Ghana
3	Why and How We Study HISTORY	Major Historical Locations	Establishing Colonial Rule in Ghana
4	Why and How We Study HISTORY	SOME SELECTED INDIVIDUALS	The Republics
5	Why and How We Study HISTORY	SOME SELECTED INDIVIDUALS	The Republics
6	The People Of Ghana	SOME SELECTED INDIVIDUALS	The Republics
7	The People Of Ghana	Missionary Activities	The Republics
8	The People Of Ghana	Missionary Activities	The Republics
9	The People Of Ghana	Missionary Activities	The Republics
10	The People Of Ghana	Establishing British Rule in Ghana	The Republics
11	The People Of Ghana	Establishing British Rule in Ghana	The Republics
12	The People Of Ghana	Establishing British Rule in Ghana	The Republics

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YEARLY SCHEME OF LEARNING

CREATIVE ARTS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Thinking and exploring (Visual Arts)	Thinking and Exploring Ideas (Visual Arts)	Thinking and Exploring Ideas (Visual Arts)
2	Thinking and exploring (Performing Arts)	Thinking and Exploring Ideas (Performing Arts)	Thinking and Exploring Ideas (Performing Arts)
3	Thinking and Exploring Ideas (Visual Arts)	Planning, Making and Composing (Visual Arts)	Planning, Making and Composing (Visual Arts)
4	Planning, Making and Composing (Performing Arts)	Planning, Making and Composing (Performing Arts)	Planning, Making and Composing (Performing Arts)
5	Planning, Making and Composing (Visual Arts)	Displaying and Sharing (Visual Arts)	Displaying and Sharing (Visual Arts)
6	Planning, Making and Composing (Performing Arts)	Displaying and Sharing (Performing Arts)	Displaying and Sharing (Performing Arts)
7	Displaying and Sharing (Visual Arts)	Appreciating and Appraising (Visual Arts)	Appreciating and Appraising (Visual Arts)
8	Displaying and Sharing (Performing Arts)	Appreciating and Appraising (Performing Arts)	Appreciating and Appraising (Performing Arts)
9	Displaying and Sharing / Appreciating and Appraising (Visual Arts)	Thinking and Exploring Ideas (Visual Arts and Performing Arts)	Thinking and Exploring Ideas (Visual Arts and Performing Arts)
10	Displaying and Sharing / Appreciating and Appraising	Planning, Making and Composing (Visual Arts and Performing Arts)	Planning, Making and Composing

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	(Visual Arts and Performing Arts)		(Visual Arts and Performing Arts)
11	Appreciating and Appraising (Visual Arts and Performing Arts)	Displaying and Sharing (Visual Arts and Performing Arts)	Displaying and Sharing (Visual Arts and Performing Arts)
12	Appreciating and Appraising (Visual Arts and Performing Arts)	Appreciating and Appraising (Performing Arts)	Appreciating and Appraising (Visual Arts and Performing Arts)

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YEARLY SCHEME OF LEARNING

GHANAIAN LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	SONGS Poems Listening and Story Telling	Conversation	Giving and Following Commands/ Instructions
2	Dramatisation and Role Play	Talking about Oneself, Family, People and Places/ Asking and Answering Questions	Presentation
3	Phonics: Letter Sound Knowledge	Vocabulary / Comprehension	Fluency
4	Phonics: Letter Sound Knowledge vocabulary (Sight and content vocabulary)	Silent Reading	Summarising
5	Penmanship/Handwriting	Penmanship/ Handwriting	Penmanship /Handwriting
6	Narrative Writing	Persuasive Writing	Literary Writing
7	Creative/ Free Writing Descriptive Writing	Argumentative Writing	Letter Writing
8	Descriptive Writing Persuasive Writing	Informative/ Academic Writing & Literary Writing	Integrating Grammar in Written Language (Use of simple and compound sentences)
9	Integrating Grammar in Written Language (Capitalization	Integrating Grammar in Written Language (Use of qualifying	Integrating Grammar in Written Language (spelling)

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	Integrating Grammar in Written Language (Punctuation) B4	words) & (Use of post positions)	
10	Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of action words)	Integrating Grammar in Written Language (Use of postpositions)	Integrating Grammar in Written Language (Conjunctions)
11	Building the Love and Culture of Reading in Learners	Reading Texts, Poems, Narratives and Short Stories	Reading Texts, Poems, Narratives and Short Stories
12	Read Aloud with Children	Reading Texts, Poems, Narratives and Short Stories	Reading Texts, Poems, Narratives and Short Stories

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TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B3 Term 3 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Geometry and Measurement	2D & 3D Shapes	B3.3.1.1. B3.3.1.1.	B3.3.1.1.1 B3.3.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
2	Geometry and Measurement	2D & 3D Shapes	B3.3.1.1. B3.3.1.1.	B3.3.1.1.3 B3.3.1.1.4	
3	Geometry and Measurement	2D & 3D Shapes	B3.3.1.1. B3.3.1.1.	B3.3.1.1.1 B3.3.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
4	Geometry and Measurement	Position/ Transformation	B3.3.2.1. B3.3.3.1.	B3.3.2.1.1 B3.3.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
5	Geometry and Measurement	Position/ Transformation	B3.3.3.1. B3.3.3.1.	B3.3.3.1.2 B3.3.3.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
6	Geometry and Measurement	Measurement – Length, Mass, Time	B3.3.3.2. B3.3.3.2.	B3.3.3.2.1 B3.3.3.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Geometry and Measurement	Measurement – Length, Mass, Time	B3.3.3.3. B3.3.3.3.	B3.3.3.3.1 B3.3.3.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	Geometry and Measurement	Measurement – Length, Mass, Time	B3.3.3.3. B3.3.3.3.	B3.3.3.3.2 B3.3.3.3.3	Counters, bundle and loose straws, Paper strips, Cut out cards
1	NUMBER	Counting, Representation & Cardinality	B4.1.1.1. B4.1.1.1	B4.1.1.1.1 B4.1.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards

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2	NUMBER	Counting, Representation & Cardinality	B4.1.1.1. B4.1.1.1.	B4.1.1.1.3 B4.1.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
3	NUMBER	Counting, Representation & Cardinality	B4. 1.1.1. B4.1.1.1.	B4. 1.1.1.5 B4.1.1.1.6	Counters, bundle and loose straws, Paper strips, Cut out cards
4	NUMBER	Counting, Representation & Cardinality	B4.1.1.2. B4.1.1.3.	B4.1.1.2.2 B4.1.1.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards

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TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B3 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	Some Selected Individuals	B3.2.5.1.	B3.2.5.1.1	A map of Ghana, Posters, documentary
2	My Country Ghana	Some Selected Individuals	B3.2.5.1.	B3.2.5.1.1	A map of Ghana, Posters, documentary
3	My Country Ghana	Some Selected Individuals	B3.2.5.1.	B3.2.5.1.1	A map of Ghana, Posters, documentary
4	My Country Ghana	Some Selected Individuals	B3.2.5.1.	B3.2.5.1.1	A map of Ghana, Posters, documentary
5	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary
6	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary
7	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary
8	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary

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1	History as a Subject	Why and How We Study HISTORY	B4.1.1.1.	B4.1.1.1.1	A map of Ghana, Posters, documentary
2	History as a Subject	Why and How We Study HISTORY	B4.1.1.1.	B4.1.1.1.1	A map of Ghana, Posters, documentary
3	History as a Subject	Why and How We Study HISTORY	B4.1.1.1.	B4.1.1.1.1	A map of Ghana, Posters, documentary
4	History as a Subject	Why and How We Study HISTORY	B4.1.1.2.	B4.1.1.2.1	A map of Ghana, Posters, documentary

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TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B3 Term 3 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	FORCES AND ENERGY	DELECTRICITY AND ELECTRONICS	B3.4.2.1.	B3.4.2.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	FORCES AND ENERGY	FORCES AND MOVEMENT	B3.4.3.1.	B3.4.3.1.1	
3	FORCES AND ENERGY	FORCES AND MOVEMENT	B3.4.3.2.	B3.4.3.2.1	Plants and animals in the environment, plastics, stones, pictures videos paper
4	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B3.5.1.1.	B3.5.1.1.1	
5	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B3.5.1.1.	B3.5.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
6	HUMANS AND THE ENVIRONMENT	DISEASES	B3.5.2.1	B3.5.2.1.1	
7	HUMANS AND THE ENVIRONMENT	DISEASES	B3.5.2.1.	B3.5.2.1.2	
8	HUMANS AND THE ENVIRONMENT	SCIENCE AND INDUSTRY	B3.5.3.2.	B3.5.3.2.1	
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B4.1.1.1.	B4.1.1.1.1	
2	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B4.1.1.1.	B4.1.1.1.2	
3	DIVERSITY OF MATTER	MATERIALS	B4.1.2.2.	B4.1.2.2.1	Plants and animals in the environment, plastics, stones, pictures videos paper
4	DIVERSITY OF MATTER	EARTH SCIENCE	B4.2.1.1.	B4.2.1.1.1	

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TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B3 Term 3 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Comprehension	B3.2.7.2.	B3.2.7.2.1.	Word cards sentence cards, class library
	Writing	Guided Composition	B3.4.8.1..	B3.4.8.1.1.	
	Using Writing Conventions	Using Qualifying Words – Adverbs	B3.5.6.1..	B3.5.6.1.2.	
	Extensive Reading	Building The Love And Culture Of Reading	B3.6.1.1.	B3.6.1.1.1	
2	Oral Language	Asking and Answering Questions	B3.1.8.1.	B3.1.8.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B3.2.7.2..	B3.2.7.2.1.	
	Writing	Writing as a Process	B3.4.9.1.	B3.4.9.1.1	
	Using Writing Conventions	Using Qualifying Words – Adverbs	B3.5.6.1..	B3.5.6.1.2.	
	Extensive Reading	Building The Love And Culture Of Reading	B3.6.1.1.	B3.6.1.1.1	
3	Oral Language	Asking and Answering Questions	B3.1.8.1..	B3.1.8.1.2.	Word cards sentence cards, class library
	Reading	Comprehension	B3.2.7.2.	B3.2.7.2.2	
	Writing	Writing as a Process	B3.4.9.2..	B3.4.9.2.1.	
	Using Writing Conventions	Using Simple Prepositions	B3.5.7.1..	B3.5.7.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B3.6.1.1.	B3.6.1.1.1	
4	Oral Language	Asking and Answering Questions	B3.1.8.1..	B3.1.8.1.2.	Word cards sentence cards, class library
	Reading	Comprehension	B3.2.7.2..	B3.2.7.2.2.	
	Writing	Writing as a Process	B3.4.9.3..	B3.4.9.3.1.	
	Using Writing Conventions	Using Simple Prepositions	B3.5.7.1..	B3.5.7.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B3.6.1.1.	B3.6.1.1.1	
5	Oral Language	Giving and Responding to Commands/Instructions/Directions and Making Requests	B3.1.9.1..	B3.1.9.1.1.	Word cards sentence cards, class library
	Reading	Comprehension	B3.2.7.2.	B3.2.7.2.3	
	Writing	Writing as a Process	B3.4.9.3.	B3.4.9.3.2	
	Using Writing Conventions	Using Simple and Compound Sentences	B3.5.9.1.	B3.5.9.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B3.6.1.1.	B3.6.1.1.1	

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6	Oral Language	Giving and Responding to Commands/Instructions/Directions and Making Requests	B3.1.9.1..	B3.1.9.1.1.	Word cards sentence cards, class library
	Reading	Comprehension	B3.2.7.2.	B3.2.7.2.3	
	Writing	Writing as a Process	B3.4.9.3.	B3.4.9.3.3.	
	Using Writing Conventions	Using Simple and Compound Sentences	B3.5.9.1	B3.5.9.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B3.6.1.1	B3.6.1.1.1	
7	Oral Language	Giving and Responding to Commands/Instructions/Directions and Making Requests	B3.1.9.1..	B3.1.9.1.2.	Word cards sentence cards, class library
	Reading	Comprehension	B3.2.7.2.	B3.2.7.2.4	
	Writing	Narrative Writing	B3.4.10.1..	B3.4.10.1.1.	
	Using Writing Conventions	Spelling	B3.5.10.1.	B3.5.10.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B3.6.1.1.	B3.6.1.1.1	
8	Oral Language	Giving and Responding to Commands/Instructions/Directions and Making Requests	B3.1.9.1..	B3.1.9.1.2.	Word cards sentence cards, class library
	Reading	Fluency	B3.2.9.1.	B3.2.9.1.1	
	Writing	Narrative Writing	B3.4.10.1.	B3.4.10.1.2	
	Using Writing Conventions	Spelling	B3.5.10.1.	B3.5.10.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B3.6.1.1.	B3.6.1.1.1	
1	Reading	Phonics	B4.2.2.1.	B4.2.2.1.1.	Word cards sentence cards, class library
	Grammar Usage At Word	Nouns	B4.3.1.1..	B4.3.1.1.1.	
	Writing	Penmanship and Handwriting	B4.4.2.1..	B4.4.2.1.1.	
	Using Writing Conventions	Using Punctuation	B4.5.2.1..	B4.5.2.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
2	Oral Language	Songs	B4.1.1.1.	B4.1.1.1.1	Word cards sentence cards, class library
	Reading	Phonics	B4.2.2.1.	B4.2.2.1.2	
	Grammar Usage At Word	Nouns	B4.3.1.1.	B4.3.1.1.2	
	Writing	Paragraph Development	B4. 4.6.1.	B4. 4.6.1.1.	
	Using Writing Conventions	Using Punctuation	B4.5.2.1..	B4.5.2.1.1.	

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3	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	Word cards sentence cards, class library
	Oral Language	Poems	B4.1.3.1.	B4.1.3.1.1.	
	Reading	Word Families	B4.2.3.1.	B4.2.3.1.1	
	Grammar Usage At Word	Nouns	B4.3.1.1.	B4.3.1.1.2	
	Writing	Paragraph Development	B4. 4.6.1..	B4. 4.6.1.1.	
4	Using Writing Conventions	Naming words/ Nouns	B4.5.3.1..	B4.5.3.1.1.	Word cards sentence cards, class library
	Extensive Reading	Building the Love and Culture of Reading	B4.6.1.1.	B4.6.1.1.1	
	Oral Language	Story Telling	B4.1.4.1.	B4.1.4.1.1	
	Reading	Diphthongs	B4.2.4.1..	B4.2.4.1.1.	
	Grammar Usage At Word	Determiners	B4. 3.2.1.	B4. 3.2.1.1	

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TERMLY SCHEME OF LEARNING**B3 Term 3 PHYSICAL EDUCATION**

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	PHYSICAL FITNESS	AEROBIC CAPACITY, STRENGTH, ENDURANCE, FLEXIBILITY BODY COMPOSITION	B3.3.4.3.	B3.3.4.3.1	Balls, Videos and Picture,
2	PHYSICAL FITNESS	AEROBIC CAPACITY, STRENGTH, ENDURANCE, FLEXIBILITY BODY COMPOSITION	B3.3.5.3.	B3.3.5.3.1	Drums, Speakers
3	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B3.4.1.4.	B3.4.1.4.1	Balls, Videos and Picture,
4	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B3.4.1.4.	B3.4.1.4.2	Drums, Speakers
5	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B3.3.4.3.	B3.3.4.3.1	Balls, Videos and Picture,
6	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B3.3.5.3.	B3.3.5.3.1	Drums, Speakers
7	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B3.4.1.4.	B3.4.1.4.1	Balls, Videos and Picture,
8	Values and Psycho-social Concepts, Principles and Strategies	Social Interaction, Group Dynamics and Critical Thinking	B3.4.1.4.	B3.4.1.4.2	Drums, Speakers
1	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B4.1.1.1.	B4.1.1.1.1	Balls, Videos and Picture, Drums, Speakers
2	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B4.1.1.1.	B4.1.1.1.2	Balls, Videos and Picture, Drums, Speakers

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3	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B4.1.2.1.:	B4.1.2.1.1:	Videos and Picture, Drums
4	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B 4. 1.2.1.	B 4. 1.2.1.2	Videos and Picture, Drums

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TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B3 Term 3 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B3 1.1.1.	B3 1.1.1.3	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring (Performing Arts)	B3 2.1.1.	B3 2.1.1.3	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B3 1.2.2.	B3 1.2.2.3	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B3.2.2.2.	B3.2.2.2.3	-do-
5	Visual arts	Planning, Making and Composing	B3 1.2.3.	B3 1.2.3.3	-do-
6	Performing arts	Planning, Making and Composing	B3 2.2.3.	B3 2.2.3.3	-do-
7	Visual arts	Displaying and Sharing	B3 1.3.4.	B3 1.3.4.3	-do-
8	Performing arts	Displaying and Sharing	B3 2.3.4.	B3 2.3.4.3	-do-
1	Visual arts	Thinking and exploring (Visual Arts)	B4 1.1.1.	B4 1.1.1.1	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring	B4 2.1.1.	B4 2.1.1.1	-do-
3	Visual arts	Thinking and Exploring Ideas	B4 1.2.2.	B4 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing	B4.2.2.2.	B4.2.2.2.1	-do-

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TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B3 Term 3 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Religious Leaders	The Youthful Life of the Leaders of the three Major Religions	B3.3.1.1.	B3.3.1.1.2	wall charts, wall words, posters, video clip, etc
2	Religious Leaders	The Youthful Life of the Leaders of the three Major Religions	B3.3.1.1.	B3.3.1.1.2	wall charts, wall words, posters, video clip, etc
3	The Family and the Community	Roles and Relationships	B3.4.1.1.	B3.4.1.1.1	wall charts, wall words, posters, video clip, etc
4	The Family and the Community	Roles and Relationships	B3.4.1.1.	B3.4.1.1.1	wall charts, wall words, posters, video clip, etc
5	The Family and the Community	Roles and Relationships	B3 4.1.1.	B3 4.1.1.2:	wall charts, wall words, posters, video clip, etc
6	The Family and the Community	Roles and Relationships	B3 4.1.1.:	B3 4.1.1.2:	wall charts, wall words, posters, video clip, etc
7	The Family and the Community	Roles and Relationships	B3. 4.1.1.:	B3. 4.1.1.3:	wall charts, wall words, posters, video clip, etc
8	The Family and the Community	Roles and Relationships	B3. 4.1.1.:	B3. 4.1.1.3:	wall charts, wall words, posters, video clip, etc
1	God, His Creation and Attributes	God the Creator	B4.1.1.1.	B4.1.1.1.1:	wall charts, wall words, posters, video clip, etc
2	God, His Creation and Attributes	God the Creator	B4.1.1.1.:	B4.1.1.1.1:	wall charts, wall words, posters, video clip, etc
3	God, His Creation and Attributes	God the Creator	B4.1.1.2.:	B4.1.1.2.1:	wall charts, wall words, posters, video clip, etc
4	God, His Creation and Attributes	God the Creator	B4.1.1.2.:	B4.1.1.2.1:	wall charts, wall words, posters, video clip, etc

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TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B3 Term 3 OUR WORLD AND OUR PEOPLE / COMPUTING

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	OUR NATION GHANA	Being a Citizen	B3.4.1.1.	B3.4.1.1. 1.	Pictures, Charts, Video Clip
2	OUR NATION GHANA	Power and Authority	B3.4.2.1..	B3.4.2.1.1.	Pictures, Charts, Video Clip
3	OUR NATION GHANA	Power and Authority	B3.4.2.2..	B3.4.2.2. 1.	Pictures, Charts, Video Clip
4	OUR NATION GHANA	Responsible use of Resources	B3.4.3.1.	B3.4.3.1. 1.	Pictures, Charts, Video Clip
5	OUR NATION GHANA	Farming in Ghana	B3.4.4.1.	B3.4.4.1. 1.	Pictures, Charts, Video Clip
6	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B3.5.1.1.	B3.5.1.1. 1	Pictures, Charts, Video Clip
7	MY GLOBAL COMMUNITY	Introduction to Computing	B3.5.2.1..	B3.5.2.1.1.	Pictures, Charts, Video Clip
8	MY GLOBAL COMMUNITY	Sources of Information	B3.5.3.1..	B3.5.3.1.1.	Pictures, Charts, Video Clip
1	ALL ABOUT US	Nature of God	B4.1.1.1.	B4.1.1.1.1	Pictures, Charts, Video Clip
2	ALL ABOUT US	Nature of God	B4.1.1.1.	B4.1.1.1.1	Pictures, Charts, Video Clip
3	ALL ABOUT US	Myself	B4.1.2.1..	B4.1.2.1.1.	Pictures, Charts, Video Clip
4	ALL ABOUT US	My Family and the Community	B4.1.3.1..	B4.1.3.1.1.	Pictures, Charts, Video Clip

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TERMLY SCHEME OF LEARNING

Scheme of Learning GHANAIAN LANGUAGE for P3 Term 3

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Asking and Answering Questions	B3.1.9.1. B3.1.9.1.	B3.1.9.1.2 B3.1.9.1.3	Drums, drum sticks, recorded audios, Manila cards, recorded audio visuals
2.	Oral Language	Giving and Following Commands /Instructions	B3.1.10.1. B3.1.10.1. B3.1.10.1.	B3.1.10.1.1 B3.1.10.1.2 B3.1.10.1.3	
3.	Oral Language	Presentation	B3.1.11.1. B3.1.11.1. B3.1.11.1.	B3.1.11.1.1 B3.1.11.1.2 B3.1.11.1.3	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Comprehension	B3.2.5.1. B3.2.6.1.	B3.2.5.1.2 B3.2.6.1.1	Manila cards, markers, recorded audio-visual
5.	Reading	Silent Reading	B3.2.6.1. B3.2.7.1.	B3.2.6.1.2 B3.2.7.1.1	Manila cards, markers, recorded audio- visual
6.	Reading	Fluency	B3.2.7.1. B3.2.8.1.	B3.2.7.1.2 B3.2.8.1.1	Manila Cards, Class reader
7.	Writing	Copying/ Writing Simple Sentences with Correct Spacing	B3.3.4.1.	B3.3.4.1.1	Manila Cards, Markers
8.	Writing	Copying/ Writing Simple Sentences with Correct Spacing	B3.3.4.1.	B3.3.4.1.2	Word cards, Manila card Markers Word cards Manila card Markers
1	Oral Language	SONGS Poems Listening and Story Telling	B4.1.1.1. B4.1.2.1. B4.1.4.1.	B4.1.1.1.1 B4.1.2.1.1 B4.1.4.1.1	Word cards, Manila card Markers Word Cards, Manila card,

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2.	Oral Language	Dramatisation and Role Play	B4.1.5.1. B4.1.5.1.	B4.1.5.1.1 B4.1.5.1.2	Word cards, Manila card Markers Word Cards, Manila card,
3.	Reading	Phonics: Letter Sound Knowledge	B4.2.4.1. B4.2.4.1. B4.2.4.1.	B4.2.4.1.1 B4.2.4.1.2 B4.2.4.1.3	Reading materials
4.	Reading	Phonics: Letter Sound Knowledge vocabulary (Sight and content vocabulary)	B4.2.4.1. B4.2.5.1.1. B4.2.5.1.1.	B4.2.4.1.4 B4.2.5.1.1.1 B4.2.5.1.1.2	Manila Cards, Markers

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TERM THREE BASIC THREE WEEK 1

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SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : A. Reading B. Writing C. Using Writing Conventions D. Extensive Reading		Sub-strand : A. Comprehension B. Guided Composition C. Using Qualifying Words – Adverbs D. Building The Love And Culture Of Reading	
Indicator (code)	B3.2.7.2.1 B3.4.8.1.1 B3.5.6.1.2 B3.6.1.1.1		
Content standard (code)	B3.2.7.2. B3.4.8.1. B3.5.6.1. B3.6.1.1.		
Performance Indicator	A. Learners can demonstrate understanding of the purpose and features of poems or rhymes and fables B. Learners can develop two coherent paragraphs on one idea or concept using leading questions C. Learners can use adverbs correctly to express time, frequency, etc D. Learners can read a variety of age and level-appropriate books and summarise them		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Introduce the lesson with before reading activities, singing, reciting, prediction, etc.</p> <ul style="list-style-type: none"> • Have learners read a text and identify its purpose and features. Guide them with questions to do this. • Let learners transfer the same ideas to other types of texts. • Use think-pair-share to have learners compare ideas <p>Assessment: let learners identify purpose and features of poems or rhymes and fables</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Have learners brainstorm to choose a topic, e. g. My Home • Write the topic on the board. • Ask questions for learners to generate ideas on the topic • Discuss the questions with learners for them to answer appropriately <p>e.g. My home</p> <ol style="list-style-type: none"> Where do you live? How many of you live there? What kind of buildings are there? <p>Assessment: let learners write two coherent paragraphs on one topic using leading questions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Guide learners with examples and situations to use adverbs of time and frequency</p> <p>Assessment: let learners use adverbs correctly in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs	<p>E.EXTENSIVE READING</p> <p>Using the Author's chair, introduce the reading/library time.</p>	<p>What have we learnt today?</p>

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	and recite familiar rhymes	<ul style="list-style-type: none">• Have a variety of age/level-appropriate books for learners to make a choice from.• Introduce narratives, expository, procedural texts to learners.• Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	Ask learners to summarize the main points in the lesson
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SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Geometry and Measurement		Sub-strand : 2D & 3D Shapes	
Indicator (code)	B3.3.1.1.1 B3.3.1.1.2		
Content standard (code)	B3.3.1.1. B3.3.1.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners can describe 3D objects according to the shape of the faces, the number of edges and vertices. Sort regular and irregular polygons including triangles, quadrilaterals, pentagons, heptagons according to the number of sides Learners can draw and identify angles 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Identify a variety of 3D shapes (cubes, spheres, cones, cylinders, pyramids and prisms) by: - identifying and counting the faces, edges and vertices: - describing the shape of the faces - constructing a skeleton of an object and describing the relationship between the skeleton and the object</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one</p>	<p>Identify regular and irregular 2D shapes (triangles, rhombus, rectangles, squares, pentagons, hexagons, octagons) having different dimensions and orientations by the number and nature of sides</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Sort 2D shapes into larger categories (e.g. rhombuses, rectangles and squares are all four-sided shapes.) according to a common, shared attribute and justify sorting; Draw examples of shapes that belong to and those that do not belong to given category</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Friday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Measure the sides of a given polygon; Draw a polygon with given sides</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : ELECTRICITY AND ELECTRONICS	
Indicator (code)	B3.4.2.1.1.		
Content standard (code)	B3.4.2.1.		
Performance Indicator	Learners can identify different sources of electrical energy		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Engage learners to sing songs and recite familiar rhymes	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. <ul style="list-style-type: none"> • Learners listen to a story on the history of how electricity was first produced. • Learners watch a video or look at a poster on how electricity is produced from various sources. E.g. batteries, solar, hydro, thermal and generators. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none">• Learners demonstrate how to produce electricity from simple sources such as dry cells (batteries) to light a torch or a lamp.• Ask learners to discuss the sources of the electricity they use at home. <p>Assessment: let learners identify different sources of electrical energy</p>	
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SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Some Selected Individuals	
Indicator (code)	B3.2.5.1.1		
Content standard (code)	B3.2.5.1.		
Performance Indicator	Learners can name Ghanaian entrepreneurs		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Which Ghanaian	Name Ghanaian entrepreneurs of note e.g. George Grant (Businessman), Winifred Tete-Ansa, Esther Ocloo (Nkulenu Industries), B.A. Mensah (Pioneer Tobacco Ltd), Kwabena Pepra (Paramount Distilleries), J. K. Siaw (Tata Brewery), Alhaji Adam Iddrisu (Global Haulage). Assessment: : Let learners name Ghanaian entrepreneurs of note	What have we learnt today? Ask learners to summarize the main points in the lesson

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	entrepreneurs contributed to national development?		
Thursday	Engage learners to sing songs and recite familiar rhymes Which Ghanaian entrepreneurs contributed to national development?	Name Ghanaian entrepreneurs of note e.g. George Grant (Businessman), Winifred Tete-Ansa, Esther Ocloo (Nkulenu Industries), B.A. Mensah (Pioneer Tobacco Ltd), Kwabena Pepra (Paramount Distilleries), J. K. Siaw (Tata Brewery), Alhaji Adam Iddrisu (Global Haulage). Assessment: : Let learners name Ghanaian entrepreneurs of note	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : The Youthful Life of the Leaders of the three Major Religions	
Indicator (code)	B3.3.1.1.2		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can identify and explain the moral lessons of the youthful life of the religious leaders.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Discuss with learners the moral lessons of the youthful lives of the religious leaders: piety, honesty, sacrifice, patience, hard work, courage, perseverance, etc. Guide learners to talk about how they can apply the moral lessons they learnt from the lives of the religious leaders in their daily lives Assessment: let learners. identify and explain the moral lessons of the youthful life of the religious leaders	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B3 1.1.1.3		
Content standard (code)	B3 1.1.1.		
Performance Indicator	Learners can 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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesda y	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ engage in short out-of-the-classroom trips and environmental walks, watch documentaries (e.g. National Geographic channel) to observe and assess the natural and manmade environment in respect of the elements and principles of design; ☑ talk about the natural and manmade environment (e.g. forests, deserts, mountains, housing, dams, plants,	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>animals, rivers, recreational centres, roads, bridges, markets, shopping malls);</p> <p>☑ study the nature and characteristics of the things observed in the natural and manmade environment (e.g. rugged, undulating, smooth, rough, clean, beautiful, huge, big, small);</p> <p>☑ document and record the some of the scenes found in the natural and manmade environments through photography and videography for preservation, storage, reference, etc.;</p> <p>☑ describe how the natural and manmade environments and human activities affect sustainable production of visual artworks;</p> <p>☑ discuss the 4Rs of sustainability: reduce, recycle, redesign, and reuse waste.</p> <p>Assessment: let learners describe how the natural and manmade environments and human activities affect sustainable production of visual artworks</p>	
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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : BODY COMPOSITION	
Indicator (code)	B3.3.4.3.1		
Content standard (code)	B3.3.4.3.		
Performance Indicator	Learners can Perform lateral sit and reach		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Let learners sit flat on the ground with legs opened in a “V” and their trunk erect. Learners touch their right toes with the two hands and flex the trunk to touch the knee. Let them repeat to the other leg to test their level of flexibility. Measure the distance between the forehead and the knee of those who could not touch and record. Encourage them to work towards the target.	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Being a Citizen	
Indicator (code)	B3.4.1.1. 1.		
Content standard (code)	B3.4.1.1.		
Performance Indicator	Learners can identify good manners in the community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners work in groups to identify good manners in the Community e.g. Greeting, Courtesy, Commitment, Love, Peace, Honesty, Tolerance, Respect for others, High achievement, Patriotism, Hard work and observing good manners Learners talk about good manners and the importance of upholding societal values e.g. preserves the society, promotes unity, gives us a sense of identity, promotes law and order, makes people responsible	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Note: Learners read Courtesy for Boys and Girls for more examples of observing good manners. Assessment: Let learners identify good manners in the community	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners talk about good manners and the importance of upholding societal values e.g. preserves the society, promotes unity, gives us a sense of identity, promotes law and order, makes people responsible Learners talk about things they can do to uphold values in the community Assessment: Let learners identify good manners in the community	What have we learnt today? Ask learners to summarize the main points in the lesson

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NANA FIIFI ACQUAH SCHOOL

SUBJECT: Ghanaian Language

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral language		Sub-strand : Asking and Answering Questions	
Indicator (code)	B3.1.9.1.2	B3.1.9.1.3	
Content standard (code)	B3.1.9.1.	B3.1.9.1.	
Performance Indicator	<ul style="list-style-type: none"> The learner should recognise and tell when to use the question words “how” and “why” The learner should answer and ask ‘who’, “what”, “where”, “when”, “how” and “why” questions. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners say the letters of the alphabet. Write the question words on flashcards. Lead learners to read the question words. Use the question words to form questions and lead learners to read. 	What have we learnt today? Review the lesson with learners

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		<ul style="list-style-type: none"> • Use the flashcards to assist learners to recognise when to use question words “how” and “why <p>Assessment: let learners use the question words to form questions</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Write the question words on flashcards. • Lead learners to read the question words. • Use the question words to form questions and lead learners to read. • Use the flashcards to assist learners to recognise when to use question words. <p>Assessment: let learners ask ‘who”, “what”, “where”, “when”, “how” and “why” questions.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write questions using the question words ‘what’, ‘when and ‘how’ and ‘why’ on the board. • Lead learners to read the questions. • Let learners read the questions in turns. • Help learners to recognise when to use question word “why”. • Let learners form their own questions using the question word “why.” <p>Assessment: let learners ask ‘who”, “what”, “where”, “when”, “how” and “why” questions.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC THREE
WEEK 2

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SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Asking and Answering Questions B. Comprehension C. Writing as a Process D. Using Qualifying Words – Adverbs E. Building The Love And Culture Of Reading	
Indicator (code)	B3.1.8.1.1 B3.2.7.2.1 B3.4.9.1.1 B3.5.6.1.2 B3.6.1.1.1		
Content standard (code)	B3.1.8.1. B3.2.7.2. B3.4.9.1. B3.5.6.1. B3.6.1.1.		
Performance Indicator	A. Learners can ask and answer questions for clarifications about given topics B. Learners can demonstrate understanding of the purpose and features of poems or rhymes and fables C. Learners can select a topic on familiar themes (e.g. Myself), brainstorm and organise before writing D. Learners can use adverbs correctly to express time, frequency, etc E. Learners can read a variety of age and level-appropriate books and summarise them		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGUAGE <ul style="list-style-type: none"> • Let learners select topics of interest for discussion. • Put learners in groups and have them ballot for topics. • Let members of each group discuss topics respecting rules of conversation. • Encourage learners to ask and answer questions for clarifications on issues raised in their discussion. <p>Assessment: let learners answer questions for clarifications about given topics</p>	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B. READING <ul style="list-style-type: none"> • Introduce the lesson with before reading activities, singing, reciting, prediction, etc. • Have learners read a text and identify its purpose and features. Guide them with questions to do this. • Let learners transfer the same ideas to other types of texts. • Use think-pair-share to have learners compare ideas. <p>Assessment: let learners identify the purpose and features of poems or rhymes and fables</p>	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING Take learners through the writing process: Pre-writing stage <ul style="list-style-type: none"> • Consider composition writing as a process. That is, it should be done in stages. • Take learners through stages such as preparation, writing, editing and publishing. • Assist learners to prepare for writing by discussing the topic to write on, e.g. My School. • In groups, let learners discuss their ideas. 	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<ul style="list-style-type: none"> • Use learner strategies such as brainstorming to help learners generate ideas appropriate to the topic. <p>Assessment: let learners write on the topic, My School</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Guide learners with examples and situations to use adverbs of time and frequency</p> <p>Assessment: let learners use adverbs correctly in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using the Author’s chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Geometry and Measurement		Sub-strand : 2D & 3D Shapes	
Indicator (code)	B3.3.1.1.3	B3.3.1.1.4	
Content standard (code)	B3.3.1.1.	B3.3.1.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can use cut-out paper as a square corner to determine angles which are right angles and angles which are not right angles. Learners can use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	Sing songs like: I'm counting	Identify polygons with square corners and those without square corners in and around their environment using cut-out papers Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one,	Identify polygons with square corners and those without square corners in and around their environment using cut-out papers Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one,	Give cut-out shapes of different types of quadrilaterals and have learners examine their features. Learners discuss the characteristics and regroup them as rhombuses, parallelograms, trapezoids, rectangles, and squares and draw these quadrilaterals Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Give cut-out shapes of different types of quadrilaterals and have learners examine their features. Learners discuss the characteristics and regroup them as rhombuses, parallelograms, trapezoids, rectangles, and squares and draw these quadrilaterals Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is	Give cut-out shapes of different types of quadrilaterals and have learners examine their features. Learners discuss the characteristics and regroup them as rhombuses, parallelograms, trapezoids, rectangles, and squares and draw these quadrilaterals Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : FORCES AND MOVEMENT	
Indicator (code)	B3.4.3.1.1		
Content standard (code)	B3.4.3.1.		
Performance Indicator	Learners can explain force and demonstrate how it causes movement		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Review previous lesson on forces and their effects with learners from B2. Ask learners the following questions: What is force? How is force described? What forces do you observe in everyday life? Assessment: let learners explain force	What have we learnt today? Ask learners to summarize the important points of the lesson

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners engage in simple demonstrations on how forces cause movement. (1) Rubbing pens in the hair and using it to pick pieces of paper. (2) Using a magnet to attract iron nails or pins. (3) Throwing stones into water in a bucket will cause the water to shake. (4) Push a toy car down on the floor.</p> <p>Assessment: let learners explain how force causes movement</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Some Selected Individuals	
Indicator (code)	B3.2.5.1.1		
Content standard (code)	B3.2.5.1.		
Performance Indicator	Learners can describe Ghanaian entrepreneurs who have made significant contributions		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Show pictures of some outstanding entrepreneurs in Ghana Retell the life stories of any of these entrepreneurs from a documentary show. Assessment: : Let learners describe Ghanaian entrepreneurs who have made significant contributions	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Show pictures of some outstanding entrepreneurs in Ghana</p> <p>Retell the life stories of any of these entrepreneurs from a documentary show.</p> <p>Assessment: : Let learners describe Ghanaian entrepreneurs who have made significant contributions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Religious Leaders		Sub-strand : The Youthful Life of the Leaders of the three Major Religions	
Indicator (code)	B3.3.1.1.2		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can identify and explain the moral lessons of the youthful life of the religious leaders		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners dramatise the moral lives of the religious leaders Assessment: let learners identify and explain the moral lessons of the youthful life of the religious leaders	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B3 2.1.1.3		
Content standard (code)	B3 2.1.1.		
Performance Indicator	Learners can 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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	engage in short out-of-the-classroom trips and environmental walks; watch documentaries; ☑ talk about the natural and manmade environments (e.g. forests, deserts, mountains, housing, dams, plants, animals, rivers, recreational centres, roads, bridges, markets, shopping malls); ☑ observe and assess the natural and manmade environments in respect of the elements and principles of design (e.g. forests, deserts,	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>mountains, housing, dams, animals, birds, recreational centres, roads, bridges, markets, shopping malls, drains, highlands, beaches, sanitation);</p> <p>Assessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments in those areas in Africa</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>identify the nature and characteristics of the things observed in the natural and manmade environments (e.g. rugged, undulating, smooth, rough, clean, polluted, waving, crawling).</p> <p>Assessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments in those areas in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS		Sub-strand : BODY COMPOSITION	
Indicator (code)	B3.3.5.3.1		
Content standard (code)	B3.3.5.3.		
Performance Indicator	Learners can Identify body composition using fat and fat-free body mass		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners to understand that body composition is the relative percentage of fat muscles and fat-free body	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Power and Authority	
Indicator (code)	B3.4.2.1.1.		
Content standard (code)	B3.4.2.1.		
Performance Indicator	Learners can explain how law and order is maintained in the community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss how law and order is maintained in the community. Learners mention agencies responsible for maintaining law and order in the community e.g. the police, lawyers Assessment: Let learners explain how law and order is maintained in the community	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play how law and order is maintained in the community Assessment: Let learners explain how law and order is maintained in the community	What have we learnt today? Ask learners to summarize the main points in the lesson
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Giving and Following Commands / Instructions	
Indicator (code)	B3.1.10.1.1	B3.1.10.1.2	B3.1.10.1.3
Content standard (code)	B3.1.10.1.	B3.1.10.1.	B3.1.10.1.
Performance Indicator	<ul style="list-style-type: none"> • The learner should understand instructions and carry them out. • The learner should understand directions and carry them out. • The learner should give directions accurately 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	Let learners say the letters of the alphabet. <ul style="list-style-type: none"> • 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. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners carry out instructions	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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 Assessment: let learners carry out directions	What have we learnt today? Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Direct some learners to a given place in the school. • Help learners to give directions accurately to that place Assessment: let learners give directions accurately	What have we learnt today? Review the lesson with learners

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TERM THREE
BASIC THREE
WEEK 3

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : Oral Language Reading Writing Using Writing Conventions Extensive Reading		Sub-strand : A. Asking and Answering Questions B. Comprehension C. Writing as a Process D. Using Simple Prepositions E. Building The Love And Culture Of Reading			
Indicator (code)	B3.1.8.1.2.	B3.2.7.2.2	B3.4.9.2.1	B3.5.7.1.1	B3.6.1.1.1
Content standard (code)	B3.1.8.1. .	B3.2.7.2.	B3.4.9.2.	B3.5.7.1.	B3.6.1.1.
Performance Indicator	A. Learners can use appropriate pronunciation and intonation in asking and answering the inversion questions B. Learners can respond to stories with own opinion and value judgment C. Learners can write ideas on a topic in simple sentences D. Learners can identify prepositions in sentences to indicate directions and means, e.g. by bus E. Learners can read a variety of age and level-appropriate books and summarise them				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> • Let learners, in pairs, ask and answer questions on given issues. • Revise inversion questions with learners. e. g. He is going.—Is he going? • Guide learners to use appropriate pronunciation and intonation in asking and answering the inversion type of questions. • Let learners write answers to inversion type of questions on their own <p>Assessment: let learners use appropriate pronunciation and intonation to ask and answer the inversion questions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <p>Have learners give their personal opinions and judgment to stories (events, setting, characters and their actions) read or heard</p> <p>Assessment: let learners respond to stories with own opinion and value judgment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Have learners write their first draft in groups. • Let learners write their ideas as they appear, without taking particular note of corrections or editing. • Let learners add on new ideas that occur to them as they write <p>Assessment: let learners write ideas on a topic in simple sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

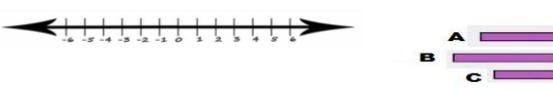
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Provide sample sentences. e.g. means – We are going home by bus. direction – The monkey is climbing up the tree. • Guide learners to discover the meaning of the sentences. • Draw learners’ attention to the words as prepositions. • Have learners complete sentences with given prepositions that indicate means and direction. e.g. Mr. Badu is travelling _____ train. <p>Assessment: let learners identify prepositions in sentences to indicate directions and means</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using the Author’s chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Geometry and Measurement		Sub-strand : Measurement – Length, Mass, Time	
Indicator (code)	B3.3.2.1.1	B3.3.3.1.1	
Content standard (code)	B3.3.2.1.	B3.3.3.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can represent whole numbers as distances from any given location on a number line Learners can model and describe the relationship between the units metre and centimetre 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone,</p>	<p>Learners draw the number line, place rod A on different number points and count the number of unit intervals it covers in order to determine its length. Do same to rods B, C and D.</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone,</p>	<p>Learners draw the number line, place rod A on different number points and count the number of unit intervals it covers in order to determine its length. Do same to rods B, C and D.</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like: I'm counting one,</p>	<p>Guide learners to study the calibration on the tape measure, metre rule and ruler E.g. 2. Identify objects that measure approximately 1 cm or 1m; Estimating the length of given objects using these base objects as a reference point or point of comparison</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like: I'm counting one,</p>	<p>Identify the appropriate standard unit (cm or m) for measuring the length of a given object E.g. 4. Estimate, then measure, using a ruler and recording the length and width of 2 D shapes or the length, width and height of given 3D objects</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Friday</p>	<p>Sing songs like:</p>	<p>Draw a line segment of a given length with a ruler, grid paper etc. E.g. 6. Demonstrate the relationship between 100 cm and 1 m using concrete materials</p>	<p>Review the lesson with Learners</p>

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	I'm counting one,	Assessment: have learners to practice with more examples	
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SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : FORCES AND MOVEMENT	
Indicator (code)	B3.4.3.2.1.		
Content standard (code)	B3.4.3.2.		
Performance Indicator	Learners can demonstrate how to maintain and care for simple machines		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Science curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Assemble simple machines commonly used in the community such as a pair of scissors, knife, bottle opener, tin cutter, and hammer. • Learners identify the simple machines provided and talk about their uses. Assessment: let learners identify five simple machines provided and their uses	What have we learnt today? Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Engage learners to mention how simple machines are maintained and stored in their homes. • 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>Assessment: let learners explain how to maintain and care for simple machines</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Some Selected Individuals	
Indicator (code)	B3.2.5.1.1		
Content standard (code)	B3.2.5.1.		
Performance Indicator	Learners can describe Ghanaian entrepreneurs who have made significant contributions		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Show pictures of some outstanding entrepreneurs in Ghana Retell the life stories of any of these entrepreneurs from a documentary show. Assessment: : Let learners describe Ghanaian entrepreneurs who have made significant contributions	What have we learnt today? Ask learners to summarize the main points in the lesson

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	How did they contribute		
Thursday	Engage learners to sing songs and recite familiar rhymes How did they contribute	Show pictures of some outstanding entrepreneurs in Ghana Retell the life stories of any of these entrepreneurs from a documentary show. Assessment: : Let learners describe Ghanaian entrepreneurs who have made significant contributions	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B3.4.1.1.1:		
Content standard (code)	B3.4.1.1.		
Performance Indicator	Learners can discuss God’s promises to humankind		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Lead learners to identify the promises God made to humankind: the call of Abraham (Ibrahim)-God promised him eternal life, the call of Moses (Musa), etc. • In groups, let learners discuss the calls of Abraham (Ibrahim) and Moses (Musa). • Let learners present their work to class for discussion. <p>Assessment: let learners explain God’s promises to humankind</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B3 1.2.2.3		
Content standard (code)	B3 1.2.2.		
Performance Indicator	Learners can Plan for making own artworks that represent visual artworks produced or found in other communities in Africa, by experimenting with available tools, materials and methods for creating visual artworks that reflect topical issues in those areas of Africa		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	explore malleable materials such as clay, papier mâché and plasticine to create artworks by pinching, slabbing, modelling, casting, carving, embossing, engraving, incising, scooping, luting, etc.; explore knitting, knotting, embroidering, sewing, stitching and weaving skills using available pliable materials from the environment such as cane, sisal, coir, jute, flax, etc.;	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners write a Plan for making own artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Discuss the visual artworks that reflect topical issues in other cultures in Africa. Assessment: let learners write a Plan for making own artworks	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : FITNESS PROGRAMME	
Indicator (code)	B3.4.1.4.1:		
Content standard (code)	B3.4.1.4.		
Performance Indicator	Learners can Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	Explain to learners during physical activities that sustaining continuous movement for increasing periods of time with varying intensity, needs improvement of muscular endurance through regular workouts.	What have we learnt today? Use answers to summarise the lesson.

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	ce and to prevent injuries		
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Power and Authority	
Indicator (code)	B3.4.2.2. 1		
Content standard (code)	B3.4.2.2.		
Performance Indicator	Learners can show respect to national symbols		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about why national symbols (Coat of Arms, Pledge, National Anthem, Flag, adinkra) should be respected e.g. promote sense of belonging among individuals and to the nation Assessment: Let learners show respect to national symbols	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the various ways of showing respect national symbols e.g. singing the National Anthem, reciting the National Pledge Assessment: Let learners show respect to national symbols	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Presentation	
Indicator (code)	B3.1.11.1.1.	B3.1.11.1.2	
Content standard (code)	B3.1.11.1..	B3.1.11.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should say the time by the hour and half hour • The learner should say the time by the hour and minutes. • The learner should say the days of the week and names associated with the days 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. 	What have we learnt today? Review the lesson with learners

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		<ul style="list-style-type: none"> • Help learners to tell time by the hour and half hour. E.g. The time is 9 o'clock. The time is 9:30 <p>Assessment: let learners say the time by the hour and minutes.</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners say the time by the hour and minutes.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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 recognise names associated with the days of the week. E.g. Monday, Tuesday, etc. <p>Assessment: let learners say the days of the week and names associated with the days</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC THREE
WEEK 4

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SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Asking and Answering Questions B. Comprehension C. Writing as a Process D. Using Simple Prepositions E. Building The Love And Culture Of Reading			
Indicator (code)	B3.1.8.1.2.	B3.2.7.2.2	B3.4.9.3.1	B3.5.7.1.1	B3.6.1.1.1
Content standard (code)	B3.1.8.1.	B3.2.7.2.	B3.4.9.3.	B3.5.7.1.	B3.6.1.1.1
Performance Indicator	A. Learners can use appropriate pronunciation and intonation in asking and answering the inversion questions B. Learners can respond to stories with own opinion and value judgment C. Learners can review and revise the draft, adding to or taking out ideas D. Learners can identify prepositions in sentences to indicate directions and means, e.g. by bus E. Learners can read a variety of age and level-appropriate books and summarise them				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> • Let learners, in pairs, ask and answer questions on given issues. • Revise inversion questions with learners. e. g. He is going.—Is he going? • Guide learners to use appropriate pronunciation and intonation in asking and answering the inversion type of questions. • Let learners write answers to inversion type of questions on their own <p>Assessment: let learners use appropriate pronunciation and intonation to ask and answer the inversion questions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <p>Have learners give their personal opinions and judgment to stories (events, setting, characters and their actions) read or heard</p> <p>Assessment: let learners respond to stories with own opinion and value judgment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • In groups, have learners revise their writing paying attention to little details. • Have learners use these questions as a revision guide: <ul style="list-style-type: none"> i. Is my topic interesting? ii. Does the beginning catch the reader’s attention? iii. Are the ideas easy to understand? iv. Are all the sentences saying something about the topic? 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> • Encourage learners to make as many changes as necessary to improve their work <p>Assessment: let learners review and revise the draft, adding to or taking out ideas</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Provide sample sentences. e.g. means – We are going home by bus. direction – The monkey is climbing up the tree. • Guide learners to discover the meaning of the sentences. • Draw learners’ attention to the words as prepositions. • Have learners complete sentences with given prepositions that indicate means and direction. e.g. Mr. Badu is travelling _____ train. <p>Assessment: let learners identify prepositions in sentences to indicate directions and means</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using the Author’s chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Geometry and Measurement		Sub-strand : Measurement – Length, Mass, Time	
Indicator (code)	B3.3.3.1.2	B3.3.3.1.3	
Content standard (code)	B3.3.3.1.	B3.3.3.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can select and justify referents for metre and centimeter Learners can estimate lengths, heights and perimeter of regular and irregular shapes using referents and verify by measuring, using a ruler or tape 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	Sing songs like: I'm counting one, what is one	. Make or show a list of items in the learners environment and have learners select and justify the choice of referents for measuring the length of the item mentioned Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Measure and record the perimeter of a given regular or irregular shape and explain the strategy used Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Construct shapes for a given perimeter (cm or m); Construct more than one shape for the same given perimeter to demonstrate that many shapes are possible for a given perimeter Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Estimate the perimeter of a given shape (cm, m) using personal reference points for length, then measure to assess the accuracy of the estimation Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Estimate the perimeter of a given shape (cm, m) using personal reference points for length, then measure to assess the accuracy of the estimation Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : PERSONAL HYGIENE AND SANITATION	
Indicator (code)	B3.5.1.1.1		
Content standard (code)	B3.5.1.1.		
Performance Indicator	Learners can describe ways of keeping the environment clean		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Provide samples of common cleaning equipment such as brooms, mops, dusters and detergents • Begin by asking learners this question: What do you do to keep the home and school clean? • Learners brainstorm in groups to come out with the different ways of keeping the home and school clean. • Learners present their ideas to class and compose a song on cleanliness 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners describe ways of keeping the environment clean	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners brainstorm in groups to come out with the different ways of keeping the home and school clean.</p> <ul style="list-style-type: none"> • Learners present their ideas to class and compose a song on cleanliness. • 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. <p>Assessment: let learners describe ways of keeping the environment clean</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Some Selected Individuals	
Indicator (code)	B3.2.5.1.1		
Content standard (code)	B3.2.5.1.		
Performance Indicator	Learners can describe Ghanaian entrepreneurs who have made significant contributions		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Which entreprene	. Identify the entrepreneurs who work inspires you most and give reasons for your choice Assessment: : Let learners describe Ghanaian entrepreneurs who have made significant contributions	What have we learnt today? Ask learners to summarize the main points in the lesson

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	<p>urs inspires you most and why?</p>		
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>Which entrepreneurs inspires you most and why?</p>	<p>Identify the entrepreneurs who work inspires you most and give reasons for your choice</p> <p>Assessment: : Let learners describe Ghanaian entrepreneurs who have made significant contributions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B3.4.1.1.1:		
Content standard (code)	B3.4.1.1.		
Performance Indicator	Learners can discuss God’s promises to humankind		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learner’s role play the call of Moses (Musa). Assessment: let learners explain God’s promises to humankind	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B3.2.2.2.3		
Content standard (code)	B3.2.2.2.		
Performance Indicator	Learners can plan for making own artworks that represent performing artworks produced or found in other communities in Africa, by experimenting with available instruments, resources and techniques for producing artworks that reflect topical issues in those areas in Africa		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Creative Arts curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	explore available instruments, equipment, sounds, rhythms and movement patterns that are good for composing and performing music, dance, drama, etc Assessment: let learners write a Plan for making own artworks	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>experiment with the available instruments, equipment, sounds, movement etc. to perform some of the compositions from other parts of Africa that reflect topical issues such as unemployment, safe road practices, energy efficiency and conservation, plastic waste.</p> <p>Assessment: let learners write a Plan for making own artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : FITNESS PROGRAMME	
Indicator (code)	B3.4.1.4.2		
Content standard (code)	B3.4.1.4.		
Performance Indicator	Learners can describe the role of moderate to vigorous physical activity in achieving or maintaining good health		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	Learners explain how moderate to vigorous physical activities improve aerobic capacity (ability of the body system to process oxygen) for maintenance and improvement of good health	What have we learnt today? Use answers to summarise the lesson.

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	ce and to prevent injuries		
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Responsible use of Resources	
Indicator (code)	B3.4.3.1. 1		
Content standard (code)	B3.4.3.1.		
Performance Indicator	Learners can explain ways of conserving energy		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the importance of conserving energy in the home. Learners identify positive attitudes towards energy conservation e.g. switch off light when not in use, use energy saving bulbs, put all gadgets off when leaving home.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners explain ways of conserving energy	
Thursday	Engage learners to sing songs and recite familiar rhymes	<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>Assessment: Let learners explain ways of conserving energy</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Comprehension	
Indicator (code)	B3.2.5.1.2 B3.2.6.1.1		
Content standard (code)	B3.2.5.1. B3.2.6.1.		
Performance Indicator	<ul style="list-style-type: none"> • The learner should play a variety of words and sentence games. • The learner should answer questions based on passage read to them 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. 	What have we learnt today? Review the lesson with learners

		Assessment: let learners play a variety of words and sentence games.	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners answer questions based on passage read to them</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners answer questions based on passage read to them</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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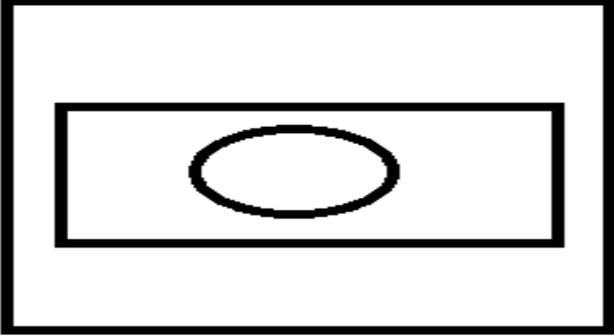
TERM THREE
BASIC THREE
WEEK 5

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Giving and Responding to Commands / Instructions / Directions and Making Requests B. Comprehension C. Writing as a Process D. Using Simple and Compound Sentences E. Building The Love And Culture Of Reading			
Indicator (code)	B3.1.9.1.1	B3.2.7.2.3	B3.4.9.3.2	B3.5.9.1.1	B3.6.1.1.1
Content standard (code)	B3.1.9.1.	B3.2.7.2.	B3.4.9.3.	B3.5.9.1.	B3.6.1.1.
Performance Indicator	A. Learners can give and respond to commands, instructions and directions B. Learners can use visualisation strategy (form mental images when reading text) to enhance understanding of level-appropriate texts C. Learners can proofread draft to correct punctuation and spelling errors D. Learners can identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences E. Learners can read a variety of age and level-appropriate books and summarise them				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <p>A. Instructions Model giving instructions and ask learners to follow them:</p> <ul style="list-style-type: none"> • First, draw a square in the middle of your paper. • Next, draw a rectangle inside the square. • Then, draw an oval inside the rectangle. <p>Response:</p>  <ul style="list-style-type: none"> • Pair up learners to practise giving and following instructions, e.g. giving and following instructions to clean the classroom. <p>B. Directions Model giving directions and ask learners to follow them:</p> <ul style="list-style-type: none"> • Show directions flash cards (go straight, turn left/right) and ensure learners understand the words. Place objects at different locations of the classroom. <p>Assessment: let learners give and respond to commands, instructions and directions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite	<p>B.READING</p> <ul style="list-style-type: none"> • Have learners play simple mental or guessing games like Bingo and matching games. 	What have we learnt today?

	familiar rhymes	<ul style="list-style-type: none"> • Guide learners to form mental images as they read a text, to help them make meaning from the text. <p>Assessment: let learners use visualisation strategy to make meaning from the text</p>	Ask learners to summarize the main points in the lesson									
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Have learners proofread the revised draft of their writing for errors relating to the conventions of punctuation, capitalisation, spelling, etc. • Have learners check their editing through CUPS: C – Capitalisation U – language Usage P – Punctuation S – Spelling • Let learners do peer editing: learners check their partners’ writing for punctuation and spelling errors. • Have learners write a neat final copy and read it once again to check for errors <p>Assessment: let learners proofread draft to correct punctuation and spelling errors</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>									
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Demonstrate the structure of a compound sentence by joining simple sentences with and.</p> <p>e.g.</p> <table border="1" data-bbox="451 1178 1068 1583"> <thead> <tr> <th>simple sentences</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> <ul style="list-style-type: none"> • 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. 	simple sentences	Conjunction	compound sentence	The boy woke up.	And	The boy woke up and prayed.	The boy prayed.			<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
simple sentences	Conjunction	compound sentence										
The boy woke up.	And	The boy woke up and prayed.										
The boy prayed.												

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		Assessment: let learners can identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using the Author’s chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Geometry and Measurement		Sub-strand : Measurement – Length, Mass, Time	
Indicator (code)	B3.3.3.2.1 B3.3.3.2.2		
Content standard (code)	B3.3.3.2. B3.3.3.2.		
Performance Indicator	<ul style="list-style-type: none"> Learners can model and describe the relationship between the units Kilogram and gram as well as litres and millilitres Learners can estimate masses and volumes using referents and verify by measuring, using a pan balance and weights, calibrated measuring cans. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	Sing songs like: I'm counting one, what is one	Identify objects that weigh approximately 1 g or 1 kilogram (or that hold 1 ml or 1 l). Estimating the mass, or capacity of given objects using these objects as a reference point or point of comparison Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone,.	Identify the appropriate standard unit (g or Kg; ml or l;) for measuring the mass or capacity of a given object E.g. 3. Estimate, then measure, using a scale (or graduated cylinder) and recording the mass (capacity) of common, everyday objects to the nearest g or kg (or ml or l). Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Explain the relationship between 1000 g and 1 kg using a model or balance or between 1000 ml and 1 l using a graduated cylinder Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Bring to class a collection of different types of objects and have learners estimate their weights or volumes using direct or indirect comparisons and then later verify the estimate by using standard measuring tools Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Bring to class a collection of different types of objects and have learners estimate their weights or volumes using direct or indirect comparisons and then later verify the estimate by using standard measuring tools Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : PERSONAL HYGIENE AND SANITATION	
Indicator (code)	B3.5.1.1.1		
Content standard (code)	B3.5.1.1.		
Performance Indicator	Learners can describe ways of keeping the environment clean		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners draw pictures showing ways of keeping the environment clean Assessment: let learners draw pictures showing ways of keeping the environment clean	What have we learnt today? Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Engage learners in an activity to clean selected parts of the school environment. NB: Learners must use nose masks when sweeping or dusting. Assessment: let learners describe ways of keeping the environment clean	What have we learnt today? Ask learners to summarize the important points of the lesson
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SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B3.3.1.1.1		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Which Europeans were the first to come to the Gold Coast?	Dramatise the meeting between the Portuguese and Kwamina Ansah. Assessment: : Let learners describe how the Europeans settled on the Gold Coast,	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>Which Europeans were the first to come to the Gold Coast?</p>	<p>Dramatise the meeting between the Portuguese and Kwamina Ansah.</p> <p>Assessment: : Let learners describe how the Europeans settled on the Gold Coast,</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B3 4.1.1.2		
Content standard (code)	B3 4.1.1.		
Performance Indicator	Learners can identify the benefits of responding to God’s call.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Discuss with learners the ways we respond to God’s call: <ul style="list-style-type: none"> - Prayer, - service to humankind, - caring for the environment, - helping the needy (charity), etc. • In groups, let learners mention the benefits of responding to God’s call: <ul style="list-style-type: none"> - blessings from God, - drawing closer to God, - long life, - prosperity, - eternal life, etc <p>Assessment: let learners identify the benefits of responding to God’s call.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B3 1.2.3.3		
Content standard (code)	B3 1.2.3.		
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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ select ideas from topical issues in Africa and come out with own design concepts to educate or sensitise he public on the importance or dangers of the issues Assessment: let learners produce own artworks by drawing, doodling, spraying, blowing, colouring, printing, lettering, patternmaking, modelling, casting, carving, construction and assembling	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: ☑ select ideas from topical issues in Africa and come out with own design concepts to educate or sensitise the public on the importance or dangers of the issues</p> <p>Assessment: let learners produce own artworks by drawing, doodling, spraying, blowing, colouring, printing, lettering, patternmaking, modelling, casting, carving, construction and assembling</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : HEALTHY DIET	
Indicator (code)	B3.4.2.4.1:		
Content standard (code)	B3.4.2.4.		
Performance Indicator	Learners can explain the energy requirements of the body during physical activity and inactivity		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	Learners explain that the body uses more energy during physical activity than during inactivity. Learners discuss the need to eat energy-giving food before engaging in physical activity	What have we learnt today? Use answers to summarise the lesson.

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	ce and to prevent injuries		
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : OUR NATION GHANA		Sub-strand : Farming in Ghana	
Indicator (code)	B3.4.4.1. 1.		
Content standard (code)	B3.4.4.1.		
Performance Indicator	Learners can identify Ghanaian agricultural products		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners watch videos and pictures of Ghanaian agricultural products Learners talk about agricultural products in Ghana and the need to eat our local foods e.g. Ghana chocolate, yam, cocoyam, poultry, rice Assessment: Let learners identify Ghanaian agricultural products	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners talk about reasons why they should appreciate and use Ghanaian agricultural products, e.g. to create employment, revenue for government Assessment: Let learners identify Ghanaian agricultural products	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Silent Reading	
Indicator (code)	B3.2.6.1.2	B3.2.7.1.1	
Content standard (code)	B3.2.6.1.	B3.2.7.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should answer questions based on passage read by learners • The learner should read longer sentences. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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 	What have we learnt today? Review the lesson with learners

		Assessment: let learners should answer questions based on passage read by learners	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners read longer sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners read longer sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

TERM THREE
BASIC THREE
WEEK 6

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Giving and Responding to Commands /Instructions/ Directions and Making Requests B. Comprehension C. Writing as a Process D. Using Simple and Compound Sentences E. Building The Love And Culture Of Reading			
Indicator (code)	B3.1.9.1.1	B3.2.7.2.3	B3.4.9.3.3	B3.5.9.1.1	B3.6.1.1.1
Content standard (code)	B3.1.9.1.	B3.2.7.2.	B3.4.9.3.	B3.5.9.1.	B3.6.1.1.
Performance Indicator	A. Learners can give and respond to commands, instructions and directions B. Learners can use visualisation strategy (form mental images when reading text) to enhance understanding of level-appropriate texts C. Learners can read aloud own writing to a group or whole class D. Learners can identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences E. Learners can read a variety of age and level-appropriate books and summarise them				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <p>Model giving directions and ask learners to follow them:</p> <ul style="list-style-type: none"> • Show directions flash cards (go straight, turn left/right) and ensure learners understand the words. Place objects at different locations of the classroom. • Ask questions such as "Where is the book, pen, bag etc.?" Then show the direction flash cards to help learners locate the items. Invite pairs of learners to practise giving and following directions. They can locate objects and places in the school. <p>Assessment: let learners give and respond to commands, instructions and directions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> • Have learners play simple mental or guessing games like Bingo and matching games. • Guide learners to form mental images as they read a text, to help them make meaning from the text. <p>Assessment: let learners use visualisation strategy to make meaning from the text</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Have learners publish their work by showing it to others in small groups or in pairs or posting it on the class or school notice board for others to view <p>Assessment: let learners read aloud own writing to a group or whole class</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE Demonstrate the structure of a compound sentence by joining simple sentences with and. e.g</p> <table border="1" data-bbox="456 327 1084 726"> <thead> <tr> <th data-bbox="456 327 646 443">simple sentences</th> <th data-bbox="646 327 878 443">Conjunction</th> <th data-bbox="878 327 1084 443">compound sentence</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 443 646 726"> The boy woke up. The boy prayed. </td> <td data-bbox="646 443 878 726"> And </td> <td data-bbox="878 443 1084 726"> The boy woke up and prayed. </td> </tr> </tbody> </table> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners can identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences</p>	simple sentences	Conjunction	compound sentence	The boy woke up. The boy prayed.	And	The boy woke up and prayed.	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
simple sentences	Conjunction	compound sentence							
The boy woke up. The boy prayed.	And	The boy woke up and prayed.							
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>E.EXTENSIVE READING Using the Author’s chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>						

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Geometry and Measurement		Sub-strand : Measurement – Length, Mass, Time	
Indicator (code)	B3.3.3.3.1		
Content standard (code)	B3.3.3.3.		
Performance Indicator	Learners can use arbitrary units to measure time taken to complete simple events		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	1. Identify personal referents for minutes or hours (i.e., 10 minutes is about the time it takes to...or 3 hours is about the time it takes to...)	Review the lesson with Learners

	I'm counting one, what is one	E.g. 2. Identify activities that can or cannot be accomplished in minutes, hours, days, months and years Assessment: have learners to practice with more examples																					
Tuesday	Sing songs like: I'm counting one, what is	Ask learners to time, using watches or clock and tell how much time (in minute and seconds) it would take to iv. walk round the school building; v. walk to the nearest house to the school; vi. walk to the nearest toilet; etc. Assessment: have learners to practice with more examples	Review the lesson with Learners																				
Wednesday	Sing songs like: I'm counting one, what is	Ask learners to time, using watches or clock and tell how much time (in minute and seconds) it would take to iv. walk round the school building; v. walk to the nearest house to the school; vi. walk to the nearest toilet; etc. Assessment: have learners to practice with more examples	Review the lesson with Learners																				
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Give learners the start and end times of events and ask to determine the duration of the event. E.g. 5. Complete the table <table border="1" data-bbox="451 1142 1140 1703"> <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>9.00 a.m.</td> <td>10.00 a.m.</td> <td></td> </tr> <tr> <td>Basket ball</td> <td>2.00 p.m.</td> <td>3.50 p.m.</td> <td></td> </tr> <tr> <td>Football</td> <td>3.30 p.m.</td> <td>5.00 p.m.</td> <td></td> </tr> </tbody> </table> Assessment: have learners to practice with more examples	Sporting event	Start	Finish	How long?	Ampe	10.30 a.m.	10.45 a.m.		Netball	9.00 a.m.	10.00 a.m.		Basket ball	2.00 p.m.	3.50 p.m.		Football	3.30 p.m.	5.00 p.m.		Review the lesson with Learners
Sporting event	Start	Finish	How long?																				
Ampe	10.30 a.m.	10.45 a.m.																					
Netball	9.00 a.m.	10.00 a.m.																					
Basket ball	2.00 p.m.	3.50 p.m.																					
Football	3.30 p.m.	5.00 p.m.																					

<p>Friday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair</p>	<p>Give learners the start and end times of events and ask to determine the duration of the event. E.g. 5. Complete the table</p> <table border="1" data-bbox="456 268 1154 684"> <thead> <tr> <th data-bbox="456 268 675 369">Sporting event</th> <th data-bbox="675 268 837 369">Start</th> <th data-bbox="837 268 1000 369">Finish</th> <th data-bbox="1000 268 1154 369">How long?</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 369 675 470">Ampe</td> <td data-bbox="675 369 837 470">10.30 a.m.</td> <td data-bbox="837 369 1000 470">10.45 a.m.</td> <td data-bbox="1000 369 1154 470"></td> </tr> <tr> <td data-bbox="456 470 675 571">Netball</td> <td data-bbox="675 470 837 571">9.00 a.m.</td> <td data-bbox="837 470 1000 571">10.00 a.m.</td> <td data-bbox="1000 470 1154 571"></td> </tr> <tr> <td data-bbox="456 571 675 632">Basket ball</td> <td data-bbox="675 571 837 632">2.00 p.m.</td> <td data-bbox="837 571 1000 632">3.50 p.m.</td> <td data-bbox="1000 571 1154 632"></td> </tr> <tr> <td data-bbox="456 632 675 684">Football</td> <td data-bbox="675 632 837 684">3.30 p.m.</td> <td data-bbox="837 632 1000 684">5.00 p.m.</td> <td data-bbox="1000 632 1154 684"></td> </tr> </tbody> </table> <p>Assessment: have learners to practice with more examples</p>	Sporting event	Start	Finish	How long?	Ampe	10.30 a.m.	10.45 a.m.		Netball	9.00 a.m.	10.00 a.m.		Basket ball	2.00 p.m.	3.50 p.m.		Football	3.30 p.m.	5.00 p.m.		<p>Review the lesson with Learners</p>
Sporting event	Start	Finish	How long?																				
Ampe	10.30 a.m.	10.45 a.m.																					
Netball	9.00 a.m.	10.00 a.m.																					
Basket ball	2.00 p.m.	3.50 p.m.																					
Football	3.30 p.m.	5.00 p.m.																					

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : DISEASES	
Indicator (code)	B3.5.2.1.1		
Content standard (code)	B3.5.2.1.		
Performance Indicator	Learners can know how common skin diseases can be prevented		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Ask learners to pantomime or act out how they bath and talk about how regular bathing can prevent skin diseases. <ul style="list-style-type: none"> • Learners watch pictures and videos on common skin diseases and their prevention. • Learners engaged to discuss and name some common skin diseases i.e. rashes, eczema, ringworm. 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none"> • Learners share their personal experiences or stories on getting skin infections. <p>Assessment: let learners explain the causes of common skin diseases</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Discuss how common skin diseases can be prevented and let learners present their answers. • Re-shape learners' ideas, stressing that it is good to seek medical attention to stop the spread of skin diseases. <p>Assessment: let learners explain how common skin diseases can be prevented</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Vetted by : Signature: Date :

NANA FIFI ACQUAH SCHOOL

SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B3.3.1.1.1		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes When did they come?	Dramatise the meeting between the Portuguese and Kwamina Ansah. Assessment: : Let learners describe how the describe how the Europeans settled on the Gold Coast,Europeans settled on the Gold Coast,	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes When did they come?	Dramatise the meeting between the Portuguese and Kwamina Ansah. Assessment: : Let learners describe how the Europeans settled on the Gold Coast,	What have we learnt today? Ask learners to summarize the main points in the lesson
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Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B3 4.1.1.2		
Content standard (code)	B3 4.1.1.		
Performance Indicator	Learners can identify the benefits of responding to God’s call.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Guide learners to discuss the benefits of responding to God’s call. • Let learners in their groups, write four benefits of responding to God’s call and present their works for class discussion. Assessment: let learners identify the benefits of responding to God’s call.	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by :..... Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B3 2.2.3.3		
Content standard (code)	B3 2.2.3.		
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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	use available instruments, elements, resources and techniques for public education and entertainment;  using available instruments, resources and techniques, create own music, dance and drama based on the concept of performances in Africa that reflect Topical issues such as plastic waste, drowning, flooding, safe road practices, use of ICT devices, etc.)	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners create own music, dance and drama performances	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>use available instruments, elements, resources and techniques for public education and entertainment; <input type="checkbox"/> using available instruments, resources and techniques, create own music, dance and drama based on the concept of performances in Africa that reflect Topical issues such as plastic waste, drowning, flooding, safe road practices, use of ICT devices, etc.)</p> <p>Assessment: let learners create own music, dance and drama performances</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SAFETY AND INJURIES	
Indicator (code)	B3.4.3.4.1:		
Content standard (code)	B3.4.3.4.		
Performance Indicator	Learners can Identify flexibility exercises that are not safe for the joints and should be avoided		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners perform physical activities to identify unsafe joint flexibility exercises as squatting, knee rocking, hurdle sitting, etc. Use the internet to search for current ones before teaching	What have we learnt today? Use answers to summarise the lesson.

Vetted by :..... Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : Our Neighbouring Countries	
Indicator (code)	B3.5.1.1. 1		
Content standard (code)	B3.5.1.1.		
Performance Indicator	Learners can describe the location of Ghana and her neighbouring countries		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners watch Ghana’s neighbouring countries on a map or the globe. Learners describe Ghana’s neighbouring 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	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>Assessment: Let learners describe the location of Ghana and her neighbouring countries</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners describe Ghana's neighbouring 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.</p> <p>Assessment: Let learners describe the location of Ghana and her neighbouring countries</p>	<p>What have we learnt today? Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Fluency	
Indicator (code)	B3.2.7.1.2	B3.2.8.1.1	
Content standard (code)	B3.2.7.1.	B3.2.8.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should read short passages/text. • The learner should read short passages of about six to ten sentences aloud using correct tone 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. 	What have we learnt today? Review the lesson with learners

		<ul style="list-style-type: none"> • 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 <p>Assessment: let learners read short passages/text.</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners read short passages of about six to ten sentences aloud using correct tone</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners read short passages of about six to ten sentences aloud using correct tone</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

TERM THREE

BASIC THREE

WEEK 7

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Giving and Responding to Commands/ Instructions/ Directions and Making Requests B. Comprehension C. Narrative Writing D. Spelling E. Building The Love And Culture Of Reading			
Indicator (code)	B3.1.9.1.2	B3.2.7.2.4	B3.4.10.1.1.	B3.5.10.1.1	B3.6.1.1.1
Content standard (code)	B3.1.9.1.	B3.2.7.2.	B3.4.10.1. .	B3.5.10.1.	B3.6.1.1.
Performance Indicator	A. Learners can make and respond to polite requests B. Learners can read level-appropriate texts independently C. Learners can add more details of a story structure to narrative stories, for example setting, characters, problem and resolution of the problem D. Learners can spell phonically irregular words correctly E. Learners can read a variety of age and level-appropriate books and summarise them				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team. May Allah/God bless you

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</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> <ul style="list-style-type: none"> • Invite pairs of learners to the front of the class to make and respond to polite requests. Let learner A pick a picture and Learner B make the request. Then, Learner A responds to the request made. <p>Assessment: let learners make and respond to polite requests</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> • Provide learners with level-appropriate texts and encourage them to read independently. • Let learners may be provided with pre-reading questions to enable them focus. I <p>Assessment: let learners read level-appropriate texts independently</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Read a short narrative story to learners; concentrate on the setting and the characters. • Let learners narrate their experiences. • Assist learners to pick a topic. e. g. The Traffic Light. • Let learners write on the topic, narrating their experience. E.g. On my way to school, I crossed the road. I looked left, right and left again. There was no vehicle coming. Then I walked quickly across the road. <p>Assessment: let learners add more details of a story structure to narrative stories</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought. • Dictate the words for learners to spell. • Have learners use these words in oral and written sentences. • Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell. <p>e.g. bought, answer, because, enough etc. ii. I drink water. iii. Youris wrong. iv. I miss the class I was late. v. My father chocolate.</p> <p>Assessment: let learners spell phonically irregular words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>E.EXTENSIVE READING</p> <p>Using the Author’s chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Geometry and Measurement		Sub-strand : Measurement – Length, Mass, Time	
Indicator (code)	B3.3.3.3.2		
Content standard (code)	B3.3.3.3.		
Performance Indicator	Learners can read dates on the calendar, order dates of events and count days, weeks, months and years taken by given events		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	. Ask learners to say the rhyme “Thirty-days has September”	Review the lesson with Learners

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	I'm counting one, what is one	<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>Assessment: have learners to practice with more examples</p>	
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two</p>	<p>Use the calendar to do the following:</p> <ul style="list-style-type: none"> - Identify or read the day of the week and the month of the year for a given calendar date. - Identify the day (or month) that comes before or after a given day (or month) - Name, order and count the days in a week and the months in a year, - Identify certain events and when they occur within the year (Christmas, Easter, local festivals, leap years, FIFA world cup etc.) <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Use the calendar to do the following:</p> <ul style="list-style-type: none"> - Identify or read the day of the week and the month of the year for a given calendar date. - Identify the day (or month) that comes before or after a given day (or month) - Name, order and count the days in a week and the months in a year, - Identify certain events and when they occur within the year (Christmas, Easter, local festivals, leap years, FIFA world cup etc.) <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Use the calendar to do the following:</p> <ul style="list-style-type: none"> - Identify or read the day of the week and the month of the year for a given calendar date. - Identify the day (or month) that comes before or after a given day (or month) - Name, order and count the days in a week and the months in a year, - Identify certain events and when they occur within the year (Christmas, Easter, local festivals, leap years, FIFA world cup etc.) 	Review the lesson with Learners

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		Assessment: have learners to practice with more examples	
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Use the calendar to do the following: - Identify or read the day of the week and the month of the year for a given calendar date. - Identify the day (or month) that comes before or after a given day (or month) - Name, order and count the days in a week and the months in a year, - Identify certain events and when they occur within the year (Christmas, Easter, local festivals, leap years, FIFA world cup etc.) Assessment: have learners to practice with more examples	Review the lesson with Learners

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : DISEASES	
Indicator (code)	B3.5.2.1.2		
Content standard (code)	B3.5.2.1.		
Performance Indicator	Learners can explain the term air-borne diseases and give examples		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. • Brainstorm with learners to bring out the meaning of the term 'air-borne disease' 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none"> • Summarise learners' ideas and reinforce the concept of air-borne diseases. • Learners in a class discussion, find out the effect of unclean/contaminated air. <p>Assessment: let learners explain the term air-borne diseases and give examples</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners investigate the effects of smoking cigarette on the health of a person and communicate their findings</p> <p>Assessment: let learners explain the term air-borne diseases and give examples.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B3.3.1.1.1		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people Assessment: : Let learners describe how the Europeans settled on the Gold Coast,	What have we learnt today? Ask learners to summarize the main points in the lesson

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	Where did they first settled?		
Thursday	Engage learners to sing songs and recite familiar rhymes Where did they first settled?	Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people Assessment: : Let learners describe how the Europeans settled on the Gold Coast,	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B3. 4.1.1.3:		
Content standard (code)	B3. 4.1.1.		
Performance Indicator	Learners can identify moral lessons learnt from responding to God’s call		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners discuss moral lessons derived from responding to God’s call. • Lead learners to mention the moral lessons they learnt from responding to God’s call: obedience, respect, sacrifice, commitment, reverence for God, humility, etc. Assessment: let learners identify moral lessons learnt from responding to God’s call	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : VISUAL ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B3 1.3.4.3		
Content standard (code)	B3 1.3.4.		
Performance Indicator	Learners can plan for a display of own artworks to share creative experiences based on ideas that reflect topical issues in other African communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> ☑ talk about how to display artworks e.g. mounting, hanging and spreading to reflect other African communities; ☑ plan the arrangement of own artworks to share, educate and inform the public on the topical issues of other parts of Africa. <p>Assessment: let learners write a plan for a display of own artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: plan the arrangement of own artworks to share, educate and inform the public on the topical issues of other parts of Africa Assessment: let learners write a plan for a display of own artworks</p>	<p>What have we learnt today? Ask learners to summarize the main points in the lesson</p>
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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SAFETY AND INJURIES	
Indicator (code)	B3.4.3.4.2		
Content standard (code)	B3.4.3.4.		
Performance Indicator	Learners can Classify PE equipment into safe and unsafe.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Put PE equipment like discus, javelin, etc. on a table. Learners sort them into safe and unsafe by their appearance, Safe: not damaged, not rusted, not broken, not harmful to the user, etc. Unsafe: Damaged, broken, rusted, harmful to the user,	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Global Community		Sub-strand : Introduction to Computing	
Indicator (code)	B3.5.2.1.1.		
Content standard (code)	B3.5.2.1.		
Performance Indicator	Learners can identify the parts of the computer and how they work		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners 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. Assessment: Let learners identify the parts of the computer and how they work	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners identify the bottom row, Caps Lock and Tab keys on the real keyboard or by the use of pictures. Assessment: Let learners identify the parts of the computer and how they work	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Copying / Writing Simple Sentences with Correct Spacing	
Indicator (code)	B3.3.4.1.1		
Content standard (code)	B3.3.4.1.		
Performance Indicator	The learner should write correct sentences with correct spacing from substitution table		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners explore a rhyme they know. • Make a substitution table on the board. • Lead learners to say aloud the words in the substitution table. • Let learners say aloud the words in the substitution table individually. 	What have we learnt today? Review the lesson with learners

		<ul style="list-style-type: none"> • Demonstrate how sentences are formed from a substitution table. • Help learners to write correct sentences with correct spacing from the substitution table <p>Assessment: let learners write correct sentences with correct spacing from substitution table</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners explore a rhyme they know. • Make a substitution table on the board. • Lead learners to say aloud the words in the substitution table. • Let learners say aloud the words in the substitution table individually. • Demonstrate how sentences are formed from a substitution table. • Help learners to write correct sentences with correct spacing from the substitution table <p>Assessment: let learners write correct sentences with correct spacing from substitution table</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners explore a rhyme they know. • Make a substitution table on the board. • Lead learners to say aloud the words in the substitution table. • Let learners say aloud the words in the substitution table individually. • Demonstrate how sentences are formed from a substitution table. • Help learners to write correct sentences with correct spacing from the substitution table <p>Assessment: let learners write correct sentences with correct spacing from substitution table</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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TERM THREE
BASIC THREE
WEEK 8

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SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Giving and Responding to Commands/ Instructions / Directions and Making Requests B. Fluency C. Narrative Writing D. Spelling E. Building The Love And Culture Of Reading			
Indicator (code)	B3.1.9.1.2	B3.2.9.1.1.	B3.4.10.1.2	B3.5.10.1.1	B3.6.1.1.1
Content standard (code)	B3.1.9.1.	B3.2.9.1. .	B3.4.10.1.	B3.5.10.1.	B3.6.1.1.
Performance Indicator	A. Learners can make and respond to polite requests B. Learners can read long texts with good pace, accuracy and expression C. Learners can engage and orient the reader by establishing a context and introducing a narrative D. Learners can spell phonically irregular words correctly E. Learners can read a variety of age and level-appropriate books and summarise them				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

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Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <p>Have learners draw pictures of requests for their partners to guess the requests</p> <ul style="list-style-type: none"> Let learners practise making and accepting or declining requests using expressions such as "Yes, Of course, No problem, I'm sorry, I can't," etc. <p>Assessment: let learners make and respond to polite requests</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> Engage learners in pre-reading and demonstrate/model reading aloud with fluency, accuracy and expression. Have learners practise in pairs and groups. <p>Assessment: let learners read long texts with good pace, accuracy and expression</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> Narrate a story stressing the setting and the characters for learners to listen. Let learners re-tell the story. They may do so in a chain, <p>Assessment: let learners create and write their own stories.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought. Dictate the words for learners to spell. Have learners use these words in oral and written sentences. Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>e.g. bought, answer, because, enough etc. ii. I drink water. iii. Your is wrong. iv. I miss the class I was late. v. My father chocolate.</p> <p>Assessment: let learners spell phonically irregular words</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING Using the Author’s chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Geometry and Measurement		Sub-strand : Measurement – Length, Mass, Time	
Indicator (code)	B3.3.3.3.3		
Content standard (code)	B3.3.3.3.		
Performance Indicator	Learners can relate the number of seconds to a minute, minutes to an hour and days to a month in a problem-solving context		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Develop understanding of the relationship between seconds, minutes, hours, days and months. Ask learners to say the rhyme on units of time (in the box)	Review the lesson with Learners

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	<p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>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> </div> <p>Assessment: have learners to practice with more examples</p>	
Tuesday	<p>Sing songs like: I'm counting one, what is</p>	<p>Develop understanding of the relationship between seconds, minutes, hours, days and months. Ask learners to say the rhyme on units of time (in the box)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>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> </div> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Wednesday	<p>Sing songs like: I'm counting one, what is one</p>	<p>Solving 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> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Thursday	<p>Sing songs like: I'm counting one, what is one</p>	<p>Solving 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> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Friday	<p>Sing songs like:</p>	<p>Solving 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>	Review the lesson with Learners

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	I'm counting one, what is one	Assessment: have learners to practice with more examples	
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SUBJECT:

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : HUMANS AND THE ENVIRONMENT		Sub-strand : SCIENCE AND INDUSTRY	
Indicator (code)	B3.5.3.2.1		
Content standard (code)	B3.5.3.2.		
Performance Indicator	Learners can describe the ways foods get spoiled		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners watch pictures and videos on ways by which food get spoilt. • Demonstrate an activity to show how food gets spoilt. E.g. bread, kenkey fish etc. • Learners in groups to discuss ways by which food gets spoilt. • Engage learners to present their ideas in groups to the whole class. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<ul style="list-style-type: none"> • Tabulate group responses and reshape learners' ideas. <p>Assessment: let learners describe the ways foods get spoiled</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask learners to brainstorm on what will happen if they eat spoilt food. • Learners dramatise or tell a story about a child who ate spoilt food. <p>NB: This indicator should not cover micro-organisms. Assessment: let learners describe the ways foods get spoiled</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Europeans in Ghana		Sub-strand : Arrival of Europeans	
Indicator (code)	B3.3.1.1.1		
Content standard (code)	B3.3.1.1.		
Performance Indicator	Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people Assessment: : Let learners describe how the Europeans settled on the Gold Coast,	What have we learnt today? Ask learners to summarize the main points in the lesson

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	Where did they first settled?		
Thursday	Engage learners to sing songs and recite familiar rhymes Where did they first settled?	Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people Assessment: : Let learners describe how the Europeans settled on the Gold Coast,	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B3. 4.1.1.3:		
Content standard (code)	B3. 4.1.1.		
Performance Indicator	Learners can identify moral lessons learnt from responding to God’s call		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Using the sacred scriptures, let learners dramatise moral activities such as humility, obedience, reverence, commitment, respect, honouring promises, etc. Assessment: let learners identify moral lessons learnt from responding to God’s call	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing arts		Sub-strand : Displaying and Sharing	
Indicator (code)	B3 2.3.4.3		
Content standard (code)	B3 2.3.4.		
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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	watch a short video that reflects the topical issues in the local community Assessment: let learners write a plan a display of own music, dance and drama	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Wednesda y</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: plan a display of own music, dance and drama to educate and inform the public on the topical issues in other parts of Africa. Assessment: let learners write a plan a display of own music, dance and drama</p>	<p>What have we learnt today? Ask learners to summarize the main points in the lesson</p>
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NANA FIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SUBSTANCES/DRUGS	
Indicator (code)	B3.4.4.4 1:		
Content standard (code)	B3.4.4.4		
Performance Indicator	Learners can recall why adolescents use drugs for physical activities.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Brainstorm with learners that adolescents use drugs to reduce pain, to cure diseases, to gain confidence, imitate others, etc	What have we learnt today? Use answers to summarise the lesson.

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Global Community		Sub-strand : Introduction to Computing	
Indicator (code)	B3.5.2.1.1.		
Content standard (code)	B3.5.2.1.		
Performance Indicator	Learners can identify the parts of the computer and how they work		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners practise typing e.g. four-letter words and simple sentences on the key pad with proper positioning of fingers on the keyboard. Learners explore the insertion and ejection of DVD/CD-ROM as well as connecting of a pen drive. Assessment: Let learners identify the parts of the computer and how they work	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Through demonstration guide learners to play computer games to re-enforce keyboard and mouse skills. Assessment: Let learners identify the parts of the computer and how they work	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Copying / Writing Simple Sentences with Correct Spacing	
Indicator (code)	B3.3.4.1.2		
Content standard (code)	B3.3.4.1.		
Performance Indicator	<ul style="list-style-type: none"> The learner should use upper case or lower-case letters correctly in sentences with correct spacing 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners explore a rhyme they know or say the letters of the alphabet as a group. Create upper and lower-case letters game. Play the game with learners. Let one learner lead the other learners to play the game (supervision is necessary). 	What have we learnt today? Review the lesson with learners

		<ul style="list-style-type: none"> • Write sentences on the board using upper and lower-case letters. • Help learners to use upper case or lower-case letters correctly in writing sentences with correct spacing. <p>Assessment: let learners use upper case or lower-case letters correctly in sentences with correct spacing</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners explore a rhyme they know or say the letters of the alphabet as a group. • Create upper and lower-case letters game. • Play the game with learners. • Let one learner lead the other learners to play the game (supervision is necessary). • Write sentences on the board using upper and lower-case letters. • Help learners to use upper case or lower-case letters correctly in writing sentences with correct spacing. <p>Assessment: let learners use upper case or lower-case letters correctly in sentences with correct spacing</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners explore a rhyme they know or say the letters of the alphabet as a group. • Create upper and lower-case letters game. • Play the game with learners. • Let one learner lead the other learners to play the game (supervision is necessary). • Write sentences on the board using upper and lower-case letters. • Help learners to use upper case or lower-case letters correctly in writing sentences with correct spacing. <p>Assessment: let learners use upper case or lower-case letters correctly in sentences with correct spacing</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM ONE
BASIC FOUR
WEEK 1**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Reading B. Grammar Usage At Word C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Phonics B. Nouns C. Penmanship and Handwriting D. Using Punctuation E. Building the Love and Culture of Reading			
Indicator (code)	B4.2.2.1.1	B4.3.1.1.1.	B4.4.2.1.1	B4.5.2.1.1.	B4.6.1.1.1
Content standard (code)	B4.2.2.1.	B4.3.1.1.	B4.4.2.1.	B4.5.2.1.	B4.6.1.1.
Performance Indicator	A. Learners can match sounds to their corresponding letter/letter patterns (e.g. initial/final consonants – m, j, f, s, etc., initial short vowels”– a, e, i, o, u”, final “y” as vowel, silent letters etc.) B. Learners can identify and use nouns to identify people, animals, events and objects C. Learners can write clearly using joined letters of consistent size D. Learners can use the comma: – before and after "Yes" and "No" in sentences – after addressing a person, e.g. Kofi, can you help me? E. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

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T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	B.READING <ul style="list-style-type: none"> • Introduce the sounds with alphabet songs or rhymes. • Guide learners to identify and produce the sounds of given letter patterns. e. g. Teacher: Make the sound as I point to each letter. (Learners begin with the initial/final consonants, initial short vowels, final y as vowel and silent letters). • In pairs/ groups, learners identify given letter patterns. Have learners apply their knowledge of consonant digraphs Assessment: let learners match sounds to their corresponding letter/letter patterns	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING <ul style="list-style-type: none"> • Introduce the sounds with alphabet songs or rhymes. • Guide learners to identify and produce the sounds of given letter patterns. e. g. Teacher: Make the sound as I point to each letter. (Learners begin with the initial/final consonants, initial short vowels, final y as vowel and silent letters). • In pairs/ groups, learners identify given letter patterns. Have learners apply their knowledge of consonant digraphs Assessment: let learners match sounds to their corresponding letter/letter patterns	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite	C.GRAMMAR <ul style="list-style-type: none"> • Have learners read simple sentences having names of people, animals, events and objects from the board. 	What have we learnt today?

	familiar rhymes	<ul style="list-style-type: none"> Put learners in groups to identify the names of people, animals, events and objects as nouns. Have learners form sentences with names of people, animals, events and objects and underline these nouns in the sentences. Have them note that common nouns start with small letters. Have learners identify common nouns from paragraphs/passages <p>Assessment: let learners use nouns to identify people, animals, events and objects</p>	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <ul style="list-style-type: none"> Stage 1 : Write letters with a flick e.g. a, t, m, n, w, d Stage 2: Join pairs of letters. e.g. at, am, et, de Stage 3: Join the letters of a word. e.g. and , kettle, can, catch <i>kettle, can, catch, and</i> Stage 4: Copy sentences and passages <p>Procedure:</p> <ul style="list-style-type: none"> Demonstrate the exercise Give practice Give exercise Provide feedback <p>Assessment: let learners write clearly using joined letters of consistent size</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> Provide learners with sample texts for them to identify the target punctuation marks. e.g. Yes, please. No, thank you. Kofi, can you help me? Give them practice in using the punctuation marks. They copy and punctuate unpunctuated sentences and short paragraphs. <p>Assessment: let learners use the comma: before and after "Yes" and "No" in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> Guide learners to choose and read independently books of their choice during the library period. 	Have learners to tell what they read to the whole class

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	library period	<ul style="list-style-type: none">• Learners think-pair-share their stories with peers.• Ask each learner to write a two-paragraph summary of the book read.• Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	
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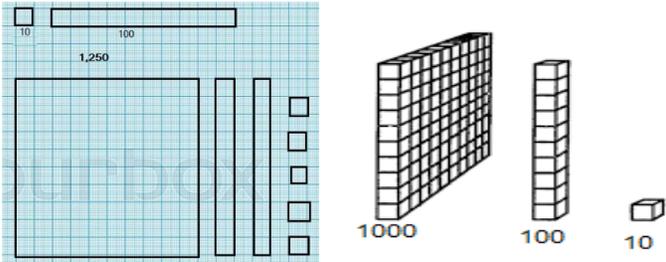
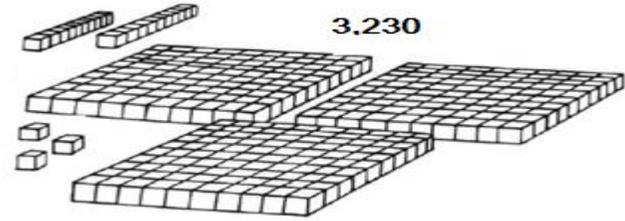
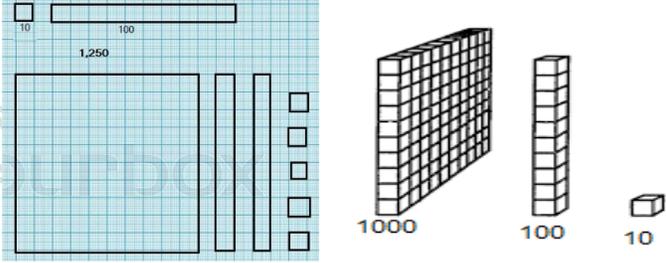
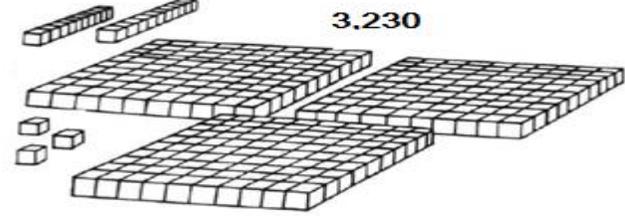
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SUBJECT: MATHEMATICS

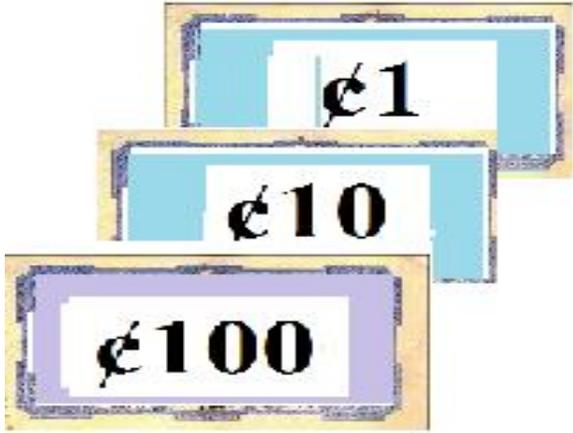
CLASS: FOUR

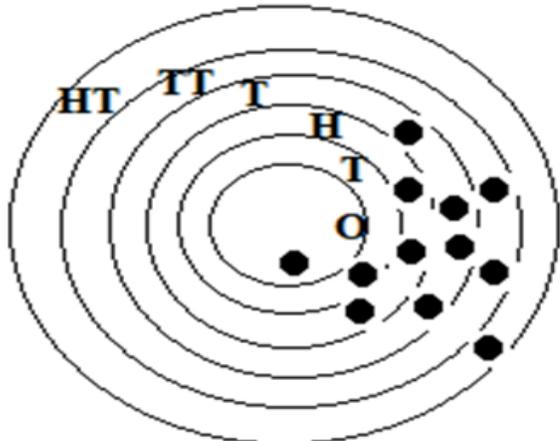
Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation & Cardinality	
Indicator (code)	B4.1.1.1.1	B4.1.1.1.2	
Content standard (code)	B4.1.1.1.	B4.1.1.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can model number quantities, place value for multi-digit using graph sheets or multi-base materials up to 100,000. Learners can read and write numbers in figures and in words up 100,000 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like: I'm counting	Ask learners to model number quantities up to 100,000 using graph sheets or multi-base materials. For instance, with multi-base block , a cube = 100 unit; a rod = 1000; a flat = 10,000 and a block = 100,000; learners model 32,300 with the appropriate materials	Review the lesson with Learners

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	<p>one, what is one</p>	<p>Ask learners to model the number 12,500 shading graph sheet square as shown below, where 2cm×2cm square represents 10 units.</p>   <p>Assessment: have learners to practice with more examples</p>	
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Ask learners to model number quantities up to 100,000 using graph sheets or multi-base materials. For instance, with multi-base block , a cube = 100 unit; a rod = 1000; a flat = 10,000 and a block = 100,000; learners model 32,300 with the appropriate materials</p> <p>Ask learners to model the number 12,500 shading graph sheet square as shown below, where 2cm×2cm square represents 10 units.</p>   <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Give learners teacher-made token currency notes [¢1, ¢10 & ¢100 notes] on different coloured-paper and ask them to model or pick given amounts up to ¢10,000; e.g. ¢2,480</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Play the place value number wheel game: Use the hundred thousand number wheel to generate 6-digit numbers and represent the number generated on a place value frame. Throw a number of pebbles (or stones) onto the number wheel, identify the number of pebbles landing in each place value ring, and state the number generated in the wheel (i.e. 2 landed in the ten-thousand' ring making the number twenty-thousand or 20,000). The representations to use also include verbal, and numerals. Learners must match number word cards to the figures</p>	<p>Review the lesson with Learners</p>

		 <p style="text-align: center;">Place value number wheel</p> <p style="text-align: center;">Place value chart</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Hundred-thousands</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Ten-thousands</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Thousand</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Hundreds</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Tens</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Ones</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> </table> <p>Ask learners to write given numbers on the expanded form of the number: $14031 = 10,000 + 4,000 + 30 + 1$</p> <p>Assessment: have learners to practice with more examples</p>	Hundred-thousands	Ten-thousands	Thousand	Hundreds	Tens	Ones	1	2	4	3	1	1	
Hundred-thousands	Ten-thousands	Thousand	Hundreds	Tens	Ones										
1	2	4	3	1	1										
<p>Friday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Display a number chart or number line with multiples of 500 between 10000 and 50000 and lead learners to identify numbers in different positions around a given number</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>												

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SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	B4.1.1.1.1		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can classify animals into insects, birds, mammals and reptiles		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners embark on a walk to observe and record names of different kinds of animals in their community or show videos and pictures of different kinds of animals. <ul style="list-style-type: none"> Learners talk about the different animals based on their limbs, body covering, height, shape, size, where they live, how they move, what they eat, etc. Provide flashcards of many different animals to learners in groups. 	What have we learnt today? Ask learners to summarize the important points of the lesson

		<ul style="list-style-type: none"> • Assist learners to sort the pictures into insects, birds, mammals and reptiles and produce animal classification cards or tables. • Learners display and do presentations on their group work. • Learners to give reasons for their classifications. • Ask learners to identify things which are common to all the different kinds of animals. • Assist learners to mould different kinds of animals using suitable materials (such as blu tack, clay, cardboard, etc.). • Learners draw different kinds of animals (insects, birds, mammals and reptiles). 	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners embark on a walk to observe and record names of different kinds of animals in their community or show videos and pictures of different kinds of animals.</p> <ul style="list-style-type: none"> • Learners talk about the different animals based on their limbs, body covering, height, shape, size, where they live, how they move, what they eat, etc. • Provide flashcards of many different animals to learners in groups. • Assist learners to sort the pictures into insects, birds, mammals and reptiles and produce animal classification cards or tables. • Learners display and do presentations on their group work. • Learners to give reasons for their classifications. • Ask learners to identify things which are common to all the different kinds of animals. • Assist learners to mould different kinds of animals using suitable materials (such as blu tack, clay, cardboard, etc.). • Learners draw different kinds of animals (insects, birds, mammals and reptiles). 	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

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SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS	
Indicator (code)	B4.1.1.1.1.		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can identify parts of a computer and technology tools (the mouse, keyboard, monitor, system unit and its components (memory, hard disk drive, CD-ROM etc.), speakers, and peripherals.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Laptop		
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Bring items such as memory(i.e. memory cards, memory sticks),hard disk drive, CD-ROM etc. or pictures of these items to class and ask the learners to label selected items or computer parts in their note books. Assessment: Let learners identify parts of a computer and technology tools	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Nature of God	
Indicator (code)	B4.1.1.1.1		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can explain how special each individual is		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	In groups, learners discuss how each person is created as unique and different from one another: some are short, tall, dull, intelligent, fair in complexion, black in complexion, etc. Learners demonstrate the uniqueness of each individual e.g. My name is Esi, I am black and beautiful, there is no one like me, I'm special for who I am, how I look and where I live. I am a Ghanaian. I am proud to be a Ghanaian.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>Use pictures/video clips to demonstrate the effects of destroying our bodies.</p> <p>Assessment: Let learners explain how special each individual is</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Put learners into groups according to: height, colour, mass, intelligence, etc.</p> <p>Learners write how different they are from one another.</p> <p>Assessment: Let learners write how different they are from one another.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS	
Indicator (code)	B4.1.1.1.1		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can Demonstrate the difference between slow and fast, heavy and light, hard and soft while moving		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body	Learners demonstrate slow and fast movements. Learners move in a demarcated area using varied locomotor skills (walk, jog and run). Learners walk or run for peers to determine slow or fast movement	What have we learnt today? Use answers to summarise the lesson.

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	for maximal performan ce and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B4.1.1.1.1:		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can explain the nature of God as the Creator		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Lead learners to discuss the nature of God as the Creator: originator of all things, He created all things such as human beings, trees, animals, water bodies, etc. • Take learners on nature walk to observe and document things created by God: human beings, trees, animals, water bodies, etc. <p>Assessment: let learners explain the nature of God as the Creator</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : History as a Subject		Sub-strand : Why and How We Study HISTORY	
Indicator (code)	B4.1.1.1.1		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can explain the importance of studying the history of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How does history	Engage learners to discuss how history defines our identity as Ghanaians. Assessment: let learners explain how history defines our identity as Ghanaians.	What have we learnt today? Ask learners to summarize the main points in the lesson

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	promote our identity as Ghanaians ?		
Thursday	Engage learners to sing songs and recite familiar rhymes How does history promote our identity as Ghanaians ?	Engage learners to discuss how history defines our identity as Ghanaians. Assessment: let learners explain how history defines our identity as Ghanaians.	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Thinking and Exploring Ideas	
Indicator (code)	B4 1.1.1.1		
Content standard (code)	B4 1.1.1.		
Performance Indicator	Learners can study and talk about visual artworks created by selected Ghanaian visual artists that reflect the history and culture of the people of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ Study the visual artworks (e.g. wood carvings, printed fabrics, wall paintings, cartoons, posters, photographs, clay pots) created by some Ghanaian visual artists (such as Amon Kotei, Theodosia Okoh, Ablade Glover, Oku Ampofo, Offei-Nyako, Kwame Amoah, Betty Acquah, Kofi Antubam) by:	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>a) gathering information from library books; surfing the internet;visiting art studios, galleries, museums or exhibitions;</p> <p>b) watching videos, films or observing photographs of artworks of some Ghanaian visual artists;</p> <p>c) examining some artworks of the artists to find out how those artworks reflect the history and culture of the people of Ghana. For example, relate the colours and star in the Ghana Flag to the history of Ghana;</p> <p>d) identifying and discussing symbols found in the artworks being studied that reflect the history and culture of the people of Ghana;</p> <p>e) writing brief notes about one visual artist using the following guidelines:</p> <ul style="list-style-type: none"> - Name - Training - Type of artworks - Title of some works. <p>Assessment: let learners describe visual artworks created by selected Ghanaian visual artists that reflect the history and culture of the people of Ghana</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <p>☑ Study the visual artworks (e.g. wood carvings, printed fabrics, wall paintings, cartoons, posters, photographs, clay pots) created by some Ghanaian visual artists (such as Amon Kotei, Theodosia Okoh, Ablade Glover, Oku Ampofo, Offei-Nyako, Kwame Amoah, Betty Acquah, Kofi Antubam) by:</p> <p>a) gathering information from library books; surfing the internet;visiting art studios, galleries, museums or exhibitions;</p> <p>b) watching videos, films or observing photographs of artworks of some Ghanaian visual artists;</p> <p>c) examining some artworks of the artists to find out how those artworks reflect the history and culture of the people of Ghana. For example, relate the colours and star in the Ghana Flag to the history of Ghana;</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>d) identifying and discussing symbols found in the artworks being studied that reflect the history and culture of the people of Ghana;</p> <p>e) writing brief notes about one visual artist using the following guidelines:</p> <ul style="list-style-type: none">- Name- Training- Type of artworks- Title of some works. <p>Assessment: let learners describe visual artworks created by selected Ghanaian visual artists that reflect the history and culture of the people of Ghana</p>	
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Vetted by : Signature: Date :

NANA FIFI ACQUAH SCHOOL

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Songs Poems Listening and story telling	
Indicator (code)	B4.1.1.1.1.	B4.1.2.1.1.	B4.1.4.1.1..
Content standard (code)	B4.1.1.1.	B4.1.2.1.	B4.1.4.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners should Sing and discuss songs connected to traditional occupations and their importance. • Learners should explore the poems of about five lines correctly and discuss the moral lessons in the poem. • Learners should retell a folktale of about three scenes and recognise its beginning and end and discuss the features of the folktale. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners sing a familiar traditional song. • Show learners a video of a traditional song being performed. • Discuss the lyrics of the song with learners. • Let learners sing songs connected to the traditional occupation in their locality (Pick one occupation at a time). • After watching a video on a performed traditional occupation, allow Learners should to discuss some importance of traditional occupation songs. <p>Work songs: – reduce fatigue, boredom provides enjoyment allows systematic work, inspires fellow workers to work harder etc.</p> <p>Assessment: let learners mention songs connected to traditional occupations and their importance.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners sing a popular traditional song. • Explore a poem to learners. • Let them listen and take note of keywords words in the poem. • Ask learners to mention the words they heard. • Write the words on the board. • Lead learners to say the words aloud. • Let learners say the words and use them to form their own sentences. • Let learners explore the poem correctly. • Put learners in groups. • Let them discuss the moral lessons in the poems in groups and tell the class. <p>Assessment: let learners identify the moral lessons in the poem.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners sing a popular song. • Play a video of someone telling a folktale. • Encourage learners to take note of whatever they see and hear. • Teach learners what a folktale is. 	<p>What have we learnt today?</p>

	<ul style="list-style-type: none"> • Call learners individually to retell what they saw and heard in the video. • Put learners into groups and ask them to compose a folktale on any topic of their choice. • Let learners present their folktales to the class. • After watching the video on someone telling a folktale, lead learners to discuss what they saw and heard. • Tell learners a folktale. • Discuss the beginning and end of the folktale with learners. E.g. Beginning or opening, middle or body and end or conclusion. • Let learners discuss the features of the folktale. E.g. People, animals, spirits, tress, river, mountains, etc. It has a moral lesson and is very interesting. It is usually a comedy or tragedy. <p>Assessment: let learners retell a folktale</p>	<p>Review the lesson with learners</p>
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Vetted by : Signature: Date :

**TERM ONE
BASIC FOUR
WEEK 2**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Songs , Poems B. Phonics C. Nouns D. Paragraph Development E. Using Punctuation F. Building the Love and Culture of Reading	
Indicator (code)	(B4.1.1.1.1 B4.1.3.1.1) B4.2.2.1.2 B4.3.1.1.2 B4. 4.6.1.1 B4.5.2.1.1. B4.6.1.1.1		
Content standard (code)	(B4.1.1.1. B4.1.3.1.) B4.2.2.1. B4.3.1.1. B4. 4.6.1. B4.5.2.1. B4.6.1.1.		
Performance Indicator	A. Learners can listen attentively to songs and sing them with appropriate stress, rhythm and actions. Recite poems with stress, rhythm and actions and interpret them in own their words B. Learners can read single-syllable-words with taught consonant digraphs (sh-ship, ch-rich, ck-lock) and when reading continuous texts C. Learners can identify and use: proper nouns – refer to cities and countries and) D. Learners can choose appropriate ways and modes of writing for a variety of purposes, audiences, and contexts, and organise facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features G. Learners can use the comma: – before and after "Yes" and "No" in sentences		

	– after addressing a person, e.g. Kofi, can you help me? E. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE <ul style="list-style-type: none"> • Identify a variety of familiar songs from learners' background. • Lead learners to sing the songs with appropriate stress, rhythm and intonation. • Perform a short poem as learners listen and observe. • Teach the key words in the poem in context. • Have them read it in small groups, pairs and individually. • Emphasise correct stress and rhythm. Assessment: let learners recite poems with stress, rhythm and actions and interpret them in own their words	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Read single-syllable-words with taught consonant digraphs (sh-ship, ch-rich, ck-lock) and when reading continuous texts. Assessment: let learners read single-syllable-words with taught consonant digraphs	What have we learnt today? Ask learners to summarize the main points in the lesson

<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>C.GRAMMAR a. Proper Nouns</p> <ul style="list-style-type: none"> • Have learners read simple sentences having names of cities and countries from the board. • Put learners into groups to identify the names of cities and countries on a globe or map. • Learners form sentences with names of other cities and countries. • Have learners identify proper nouns from paragraphs/passages. <p>Assessment: let learners identify and use: proper nouns</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Select sample essay types/texts showing a variety of modes of writing from learners' readers and/teacher's resource. e.g. <ol style="list-style-type: none"> i. Expository Writing – how something works. ii. Narrative – how something happened. iii. Description – how something/someone appears. iv. Argument – how an opinion can be stated and supported • Put learners into groups of five. For each mode of writing, give a sample text to each group to study and, through appropriate questions, guide them to identify the following: <ol style="list-style-type: none"> i. the main idea(s); ii. the mode of writing; iii. the purpose; iv. the audience. <p>For each mode of writing, select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece. (Rearrangement of jumbled sentences). use other controlled composition strategies such as matching, completion and blank filling</p> <p>Assessment: let learners select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Provide learners with sample texts for them to identify the target punctuation marks. e.g. Yes, please. No, thank you. Kofi, can you help me? • Give them practice in using the punctuation marks. They may copy and punctuate unpunctuated sentences and short paragraphs. • Have them write sentences to demonstrate understanding of the use of the comma before and after "Yes" and "No" in sentences; - after addressing a person <p>Assessment: let learners use the comma: before and after "Yes" and "No" in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Guide learners to choose and read books during the library period</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	<p>Have learners to tell what they read to the whole class</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation & Cardinality	
Indicator (code)	B4.1.1.1.3 B4.1.1.1.4		
Content standard (code)	B4.1.1.1. B4.1.1.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners can identify numbers in different positions around a given number in a number chart Learners can compare and order whole numbers up to 10,000 and represent comparisons using the symbols "<", "=", ">" 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	1 Display a number chart in multiples of 500 between 10,000 and 100,000 and lead learners identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them	Review the lesson with Learners

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	<p>I'm counting one, what is one</p>	<p>identify numbers in different positions around a chosen number.</p> <table border="1"> <tr><td>10,000</td><td>10,500</td><td>11,000</td><td>11,500</td><td>12,000</td><td>12,500</td></tr> <tr><td>20,000</td><td>20,500</td><td>21,000</td><td>21,500</td><td>22,000</td><td>22,500</td></tr> <tr><td>30,000</td><td>30,500</td><td>31,000</td><td>31,500</td><td>32,000</td><td>32,500</td></tr> <tr><td>40,000</td><td>40,500</td><td>41,000</td><td>41,500</td><td>42,000</td><td>42,500</td></tr> <tr><td>50,000</td><td>50,500</td><td>51,000</td><td>51,500</td><td>52,000</td><td>52,500</td></tr> <tr><td>60,000</td><td>60,500</td><td>61,000</td><td>61,500</td><td>62,000</td><td>62,500</td></tr> </table> <p>Assessment: have learners to practice with more examples</p>	10,000	10,500	11,000	11,500	12,000	12,500	20,000	20,500	21,000	21,500	22,000	22,500	30,000	30,500	31,000	31,500	32,000	32,500	40,000	40,500	41,000	41,500	42,000	42,500	50,000	50,500	51,000	51,500	52,000	52,500	60,000	60,500	61,000	61,500	62,000	62,500	
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40,000	40,500	41,000	41,500	42,000	42,500																																		
50,000	50,500	51,000	51,500	52,000	52,500																																		
60,000	60,500	61,000	61,500	62,000	62,500																																		
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>1 Display a number chart in multiples of 500 between 10,000 and 100,000 and lead learners identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table border="1"> <tr><td>10,000</td><td>10,500</td><td>11,000</td><td>11,500</td><td>12,000</td><td>12,500</td></tr> <tr><td>20,000</td><td>20,500</td><td>21,000</td><td>21,500</td><td>22,000</td><td>22,500</td></tr> <tr><td>30,000</td><td>30,500</td><td>31,000</td><td>31,500</td><td>32,000</td><td>32,500</td></tr> <tr><td>40,000</td><td>40,500</td><td>41,000</td><td>41,500</td><td>42,000</td><td>42,500</td></tr> <tr><td>50,000</td><td>50,500</td><td>51,000</td><td>51,500</td><td>52,000</td><td>52,500</td></tr> <tr><td>60,000</td><td>60,500</td><td>61,000</td><td>61,500</td><td>62,000</td><td>62,500</td></tr> </table> <p>Assessment: have learners to practice with more examples</p>	10,000	10,500	11,000	11,500	12,000	12,500	20,000	20,500	21,000	21,500	22,000	22,500	30,000	30,500	31,000	31,500	32,000	32,500	40,000	40,500	41,000	41,500	42,000	42,500	50,000	50,500	51,000	51,500	52,000	52,500	60,000	60,500	61,000	61,500	62,000	62,500	Review the lesson with Learners
10,000	10,500	11,000	11,500	12,000	12,500																																		
20,000	20,500	21,000	21,500	22,000	22,500																																		
30,000	30,500	31,000	31,500	32,000	32,500																																		
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50,000	50,500	51,000	51,500	52,000	52,500																																		
60,000	60,500	61,000	61,500	62,000	62,500																																		
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Learners identify numbers which are 1,000 and 10,000 more or less than a given five-digit or six-digit number. E.g. 2400 is 1,000 less than 3400. Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 100,000 taking into consideration the place value of each digit in the given number. E.g. 1200=1200; 27345>26355,</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners																																				
Thursday	<p>Sing songs like:</p> <p>I'm counting</p>	<p>Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. 1020,1025,2673,2873,</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners																																				

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	one, what is one		
Friday...	Sing songs like: I'm counting one, what is one	Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers. For instance, 21345 and 21534; 21345 is less than (smaller than) than 21534 or 21534 is bigger than (greater than) 21345, or 21345 is almost 200 less than 21534 etc. Assessment: have learners to practice with more examples	Review the lesson with Learners

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	B4.1.1.1.2		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can Know life processes of animals (movement, nutrition and reproduction)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Learners observe videos and pictures depicting movement, nutrition and reproduction in animals. Learners describe how various animals (insects, birds, reptiles and mammals) move, feed and reproduce. Assessment: let learners describe how various animals (insects, birds, reptiles and mammals) move, feed and reproduce.	What have we learnt today? Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners role-play or pantomime movement and nutrition of animals. • In groups, learners discuss the importance of movement, nutrition and reproduction to animals. <p>Assessment: let learners write the importance of movement, nutrition and reproduction to animals.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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Vetted by : Signature: Date :

NANA FIFI ACQUAH SCHOOL

SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : INTRODUCTION TO COMPUTING		Sub-strand : GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS	
Indicator (code)	B4.1.1.1.2.		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can describe the types of input devices of a computer and their uses. E.g. joystick, light pen, mouse, pointing stick etc..		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore the types of input devices and their uses. Assessment: Let learners describe the types of input devices of a computer and their uses	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by :..... Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Nature of God	
Indicator (code)	B4.1.1.1.1		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can explain how special each individual is		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups discuss how they can use their God-given unique qualities: Serve God and human beings, protect and preserve the environment, live together in harmony, contribute to development Assessment: Let learners mention how they can use their God-given unique qualities:	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH

Thursday	Engage learners to sing songs and recite familiar rhymes	Learners talk about their aspiration and how they want to achieve that. Assessment: Let learners mention their aspirations and how they want to achieve that.	What have we learnt today? Ask learners to summarize the main points in the lesson
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Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR SKILLS	
Indicator (code)	B4.1.1.1.2		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can Enter, jump, and leave a long swinging rope turned by others repeatedly.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	Learners skip a number of times at their own pace landing on the balls of their feet. Skip continuously over a rope a number of times in turns.	What have we learnt today? Use answers to summarise the lesson.

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	maximal performance and to prevent injuries		
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Vetted by :..... Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B4.1.1.1.1:		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can explain the nature of God as the Creator		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Take learners on nature walk to observe and document things created by God: human beings, trees, animals, water bodies, etc. • In groups, learners put their findings together and present them to the class for discussion. Assessment: let learners mention things created by God	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : History as a Subject		Sub-strand : Why and How We Study HISTORY	
Indicator (code)	B4.1.1.1.1		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can explain the importance of studying the history of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How does history	Role-play to show how history teaches us customs, values, traditions, all of which ensure the survival of our nation. Assessment: let learners mention show how history teaches us customs, values, traditions	What have we learnt today? Ask learners to summarize the main points in the lesson

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	<p>promote the survival of the ethnic groups? How does history promote national integration ?</p>		
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>How does history promote the survival of the ethnic groups? How does history promote national integration ?</p>	<p>Role-play to show how history teaches us customs, values, traditions, all of which ensure the survival of our nation.</p> <p>Assessment: let learners mention show how history teaches us customs, values, traditions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Thinking and Exploring Ideas		Sub-strand : Performing Arts	
Indicator (code)	B4 1.2.2.3		
Content standard (code)	B4 1.2.2.		
Performance Indicator	Learners can study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ Study the performing artworks (music, dance, drama/play, poetry) composed or performed by some Ghanaian performing artists such as Ephraim Amu, Grace Omaboe, the National Dance Ensemble, Agya Koo Nimoh, Atukwei Okai by: a) gathering information from library studies, newspapers, surfing the internet, visiting performing art studios/location of performing arts groups, cultural	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>centres, watching short videos/films, live/recorded performances, etc. of some Ghanaian performing artists;</p> <p>b) examining some performing artworks and sharing ideas about the compositions and performances studied on how those artworks reflect the history and culture of the people of Ghana;</p> <p>c) identifying and discussing the themes/topics of the compositions and performances that reflect the history and culture of the people of Ghana;</p> <p>Assessment: let learners describe performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>writing notes about one performing artist using the following guidelines:</p> <ul style="list-style-type: none"> - Name - Training - Type of compositions and performances - Title of some works <p>Assessment: let learners describe performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Dramatisation and Role Play	
Indicator (code)	B4.1.5.1.1	B4.1.5.1.2	
Content standard (code)	B4.1.5.1.	B4.1.5.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners should narrate a story line of a story of about five characters and recognise and discuss the characters and setting of the story. Learners should perform the drama of about five characters 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners sing any traditional work song they know. Invite a guest teacher to tell a short story made up of five characters. Discuss what a story line is with learners. Lead learners through discussion to find out the story line of the story they have heard. 	What have we learnt today?

		<ul style="list-style-type: none"> • Let learners listen to the story again from the guest teacher. • Discuss what a setting and a character is with learners. • Allow learners to recognise the characters and setting of the story. <p>Assessment: let learners describe the characters and setting of the story.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Discuss the story that the guest teacher told the class again with learners. • Assign roles to them and direct learners to perform the drama. • Discuss the performance with learners. • The strengths and weaknesses must be emphasized in order to improve on subsequent performances. <p>Assessment: let learners perform a drama of about five characters</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Discuss the story that the guest teacher told the class again with learners. • Assign roles to them and direct learners to perform the drama. • Discuss the performance with learners. • The strengths and weaknesses must be emphasized in order to improve on subsequent performances. <p>Assessment: let learners perform a drama of about five characters</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM ONE
BASIC FOUR
WEEK 3**

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SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Story Telling B. Word Families C. Nouns D. Paragraph Development E. Naming words/ Nouns F. Building the Love and Culture of Reading				
Indicator (code)	B4.1.4.1.1	B4.2.3.1.1	B4.3.1.1.2	B4. 4.6.1.1	B4.5.3.1.1	B4.6.1.1.1
Content standard (code)	B4.1.4.1.	B4.2.3.1.	4.3.1.1.	B4. 4.6.1.	B4.5.3.1.	B4.6.1.1.
Performance Indicator	A. Learners can retell stories sequentially, including key details B. Learners can use common rhyming/ending words to decode words. e. g. at, pat, mat, fat, etc. C. Learners can identify and use: proper nouns – refer to cities and countries and), Common nouns D. Learners can choose appropriate ways and modes of writing for a variety of purposes, audiences, and contexts, and organise facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features E. Learners can identify and use nouns in sentences to identify people, animals, events and objects F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read					

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.															
Keywords															
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.													
Ref:	English Language curriculum Page														
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections												
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A.ORAL LANGUAGE</p> <p>Tell/read a suitable story to the class e.g. “The Hawk and the Hen”.</p> <p>Learners retell the story in detail.</p> <p>Have learners identify the parts of the story as beginning part, middle part and ending part.</p> <p>Through questioning, have learners discuss the various parts of the story i.e. <u>beginning</u>, <u>middle</u> and <u>ending</u>, as in the table below:</p> <p>Title.....</p> <table border="1" data-bbox="453 1249 1130 1604"> <thead> <tr> <th>What was the event?</th> <th>Where in the story did this event happen?</th> <th>What are the key details of this event?</th> </tr> </thead> <tbody> <tr> <td></td> <td>Beginning</td> <td></td> </tr> <tr> <td></td> <td>Middle</td> <td></td> </tr> <tr> <td></td> <td>Ending</td> <td></td> </tr> </tbody> </table> <p>Put learners into groups to discuss the central message of the story.</p> <p>Have learners retell the story sequentially.</p> <p>Assessment: let learners retell stories sequentially, including key details</p>	What was the event?	Where in the story did this event happen?	What are the key details of this event?		Beginning			Middle			Ending		Monday
What was the event?	Where in the story did this event happen?	What are the key details of this event?													
	Beginning														
	Middle														
	Ending														

Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> • Revise the lesson on prefixes. <p>Let learners know that just as we have family names (surnames), there are words that have the same ending that belong to the family of rhyming words.</p> <ul style="list-style-type: none"> • Through brainstorming have learners come up with words that belong to a particular rhyming family. Have children identify these rhyming words as they read. • Have learners hunt for these words and build a portfolio on them. • Guide learners to build on words. <p>e.g. -at = cat – bat – hat -all = call – fall – wall - it = sit – pit – hit -ot = tot – pot – cot</p> <p>Assessment: let learners use common rhyming/ending words to decode words</p>	Tuesday
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>b. Common Nouns</p> <ul style="list-style-type: none"> • Introduce common nouns in context. • Have learners read simple sentences containing common nouns on the board. • Put learners into groups to identify the common nouns. • Have learners form sentences using the common nouns identified. • Have learners identify common nouns from paragraphs/passa <p>Assessment: let learners identify and use: proper nouns – refer to cities and countries</p>	Wednesday
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <ul style="list-style-type: none"> • Select sample essay types/texts showing a variety of modes of writing from learners' readers and/teacher's resource. <p>e.g.</p> <ol style="list-style-type: none"> Expository Writing – how something works. Narrative – how something happened. Description – how something/someone appears. Argument – how an opinion can be stated and supported <ul style="list-style-type: none"> • Put learners into groups of five. For each mode of writing, give a sample text to each group to study and, 	Thursday

		<p>through appropriate questions, guide them to identify the following:</p> <ol style="list-style-type: none"> i. the main idea(s); ii. the mode of writing; iii. the purpose; iv. the audience. <p>For each mode of writing, select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece. (Rearrangement of jumbled sentences). use other controlled composition strategies such as matching, completion and blank filling</p> <p>Assessment: let learners select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Have learners read simple sentences with names of people, animals, events and objects on the board. • Put learners in groups to identify the names of people, animals, events and objects as nouns. • Have learners form sentences with names of people, animals, events and objects and underline these names/nouns in the sentences. • Have them note that common nouns start with small letters. <p>Assessment: let learners identify and use nouns in sentences to identify people, animals, events and objects</p>	Friday
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	Friday

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SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation & Cardinality	
Indicator (code)	B4. 1.1.1.5 B4.1.1.1.6		
Content standard (code)	B4. 1.1.1. B4.1.1.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners can round (off, up, down) whole numbers up to 10000 to the nearest, thousands, hundreds and tens Learners can skip count forwards and backwards in 50s and 100s up to and from 10000 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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<p>Monday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Put learners into convenient groups. A learner mentions a number and another makes skip count in 50s or 100s to include the fifth count. For instance. Learner 1: Shout out "240" Learner 2: 290, 340, 390, 440, 490, etc. Learner 3; Shout out "1285" skip counting down in 100s Learner 4; 1185, 1085, 985, 885, 785....etc.</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Skip count forwards and backwards by 50s and between 1000 and 10000 that are multiples of 50s and 100s but make an error or leave out a number. Challenge learners to identify or correct error</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Display Roman numeral charts (1-30) arranged in sequential order and lead learners to identify the numerals. Learners identify the main characters of the roman numerals used to build the table up to 30 i.e. I, II, III, IV, V, X,</p> <p>Call out a numeral and have learners point at it from the chart</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5; X= 10, XV= 15. Mention some numerals randomly and have learners point at it on the chart</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5: X= 10, XV= 15. Mention some numerals randomly and have learners point at it on the chart Assessment: have learners to practice with more examples	Review the lesson with Learners
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SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	B4.1.2.2.1		
Content standard (code)	B4.1.2.2.		
Performance Indicator	Learners can identify a liquid-liquid mixture and describe how to separate its components		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Display different types of liquids for learners to observe, e. g. water, kerosene, cooking oil, milk, soft drinks, etc. • Task learners to identify the liquids provided. • In groups, learners mix liquids of the same kind, different kinds and then observe and record their findings, e.g., vinegar and water, palm oil and water, etc.	What have we learnt today? Ask learners to summarize the important points of the lesson

		Assessment: let learners describe the different types of liquid-liquid mixtures.	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>• Engage learners in discussion to describe the different types of liquid-liquid mixtures. [Those which are able to mix uniformly (miscible liquids) and those which are not able to mix uniformly (immiscible)].</p> <p><i>Project: Separation of a mixture of immiscible liquids. Learners investigate to separate a mixture of immiscible liquids such as cooking oil and water</i></p> <p>NB: This activity can be undertaken with the aid of a separating funnel or an improvised version of it. Do not bring liquids that are flammable or poisonous to class for this lesson</p> <p>Assessment: let learners identify a liquid-liquid mixture and describe how to separate its components</p>	What have we learnt today?

SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS	
Indicator (code)	B4.1.1.1.2.		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can describe the types of input devices of a computer and their uses. E.g. joystick, light pen, mouse, pointing stick etc..		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore the types of input devices and their uses. Assessment: Let learners describe the types of input devices of a computer and their uses	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : Myself	
Indicator (code)	B4.1.2.1.1.		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can identify one's strengths and weaknesses and how to promote interpersonal relations		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about their abilities and weaknesses, e.g. of strengths: friendliness, kindness, confidence: e.g. of weaknesses: selfishness, shyness, timidity, lack of confidence. Learners talk about ways of initiating good interpersonal relationships, e.g. greetings, respect, tolerance, caring, showing appreciation, etc.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners mention ways of initiating good interpersonal relationships	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about ways of improving their abilities and overcoming their weaknesses e.g. education, constant, practice, training, counseling.</p> <p>Learners use their assertive skills to express their feelings about what disturbs/hurts the e.g. being polite to people, being respectful, being firm</p> <p>Assessment: Let learners mention ways of improving their abilities and overcoming their weaknesses</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B4.1.2.1.1:		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can Roll ball with a stick to a target		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	Learners roll a ball with their sticks to a distance after general and specific warm up. Learners practice ball rolling in varied patterns such as straight rolling, curve rolling, etc	What have we learnt today? Use answers to summarise the lesson.

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	maximal performance and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B4.1.1.2.1:		
Content standard (code)	B4.1.1.2.		
Performance Indicator	Learners can identify the uniqueness of humankind from other creatures.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: RME curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Have learners in groups identify how different humankind is from other creatures of God: <ul style="list-style-type: none"> - human beings versus animals - human beings versus plants • Let learners, in groups, write down the characteristics of humankind: our thinking ability, ability to speak, knowing what is good and evil, etc 	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Let each group present its list for peer-review and class discussion. Assessment: let learners identify how different humankind is from other creatures of God:	
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SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : History as a Subject		Sub-strand : Why and How We Study HISTORY	
Indicator (code)	B4.1.1.1.1		
Content standard (code)	B4.1.1.1.		
Performance Indicator	Learners can explain the importance of studying the history of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How does history promote national pride and patriotism?	Role play how history can promote national pride, patriotism and integration. Assessment: let learners mention how history can promote national pride, patriotism and integration.	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Role play how history can promote national pride, patriotism and integration.	What have we learnt today?

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	How does history promote national pride and patriotism?	Assessment: let learners mention how history can promote national pride, patriotism and integration.	Ask learners to summarize the main points in the lesson
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SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Visual Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B4 1.2.2.1.		
Content standard (code)	B4 1.2.2.		
Performance Indicator	Learners can experiment with available visual arts media and methods to create artworks that express own views, knowledge and understanding of visual artworks that reflect the history and culture of the people in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ explore the local environment to select available materials and tools that are suitable for making visual artworks; ☑ practice the use of various visual arts media (e.g. tools, materials) using different methods of art making to try out how they work and make artworks	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>(e.g. model with clay, weave with straw and paper, make prints with fingers and leaves);</p> <p>☑ assemble their test results and share their experiences through open discussion;</p> <p>Assessment: let learners create artworks that express own views, knowledge and understanding of visual artworks that reflect the history and culture of the people in Ghana</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☑ use available materials in the environment to make their own artworks based on ideas gathered from the visual artworks studied;</p> <p>☑ discuss and compare their artworks to the visual artworks studied</p> <p>Assessment: let learners create artworks that express own views, knowledge and understanding of visual artworks that reflect the history and culture of the people in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonics: Letter Sound Knowledge	
Indicator (code)	B4.2.4.1.1	B4.2.4.1.2	B4.2.4.1.3
Content standard (code)	B4.2.4.1.	B4.2.4.1.	B4.2.4.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should read and recognise sounds at word initial. Learners should read and recognise diagraphs in sentences. Learners should blend two-syllables to form words. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners say the letters of the alphabet as a group and then individually. Write a number of words on the board. Lead learners to say the words as a group and then individually. 	What have we learnt today?

		<ul style="list-style-type: none"> • Let learners use the knowledge they have on letters and sounds and sorting to group words with the same initial sounds together in a group. • Let learners show their works to another group. • Through this, help learners read and recognise sounds at word initial. <p>Assessment: let learners read and mention sounds at word initial</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet as a group and individually. • Write a number of sentences on the board. • Lead learners to read the sentences as a group and individually. • Lead learners to recognise the diagraphs in the sentences. • Let learners read the diagraphs in the words that are in sentences <p>Assessment: let learners read and mention diagraphs in sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Revise the lesson on syllables with learners. • Write two syllable words on the board and help learners to read them. • Put learners into groups and ask them to form as many words as they can by blending two-syllable words and mention their words to the class. <p>Assessment: let learners blend two-syllables to form words.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

**TERM ONE
BASIC FOUR
WEEK 4**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:		Class size:				
Day :		Date :				
Period :		Lesson :				
Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		Sub-strand : A. Dramatisation and Role Play B. Diphthongs C. Determiners D. Writing as a Process E. Naming words/ Nouns F. Building the Love and Culture of Reading				
Indicator (code)	B4.1.5.1.1.	B4.2.4.1.1.	B4. 3.2.1.1	B4. 4.9.1.1	B4.5.3.1.1	B4.6.1.1.1
Content standard (code)	B4.1.5.1.	B4.2.4.1.	B4. 3.2.1.	B4. 4.9.1.	B4.5.3.1.	B4.6.1.1.
Performance Indicator	A. Learners can role-play a story/play B. Learners can use closing diphthongs e.g. /ei/, /ai/, /oi/ to make meaningful sentences C. Learners can identify and use the definite and indefinite articles “a” and “an” to refer to a person, animal, event, time or objects in general D. Learners can select a topic of choice on issues in the immediate environment, brainstorm and organise ideas before writing E. Learners can identify and use nouns in sentences to identify people, animals, events and objects F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read					
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						

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Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE <ul style="list-style-type: none"> • Select a suitable story/play learners have heard or read e. g. Ananse and the Black Pot. • Have learners identify and discuss the characters and events/key issues in the play/story. • Guide learners to role-play the key characters in specific scenes Assessment: let learners role-play a story/play	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING <ul style="list-style-type: none"> • Teach one diphthong at a time. • Write words with each of the diphthongs on the board. Pronounce the words and have learners repeat after you. • Learners come up with examples of words that have the diphthongs. • Have learners identify these diphthongs as they read the words. E.g. ei - take oi - boy ai- why, try • Learners form their own sentences using words having diphthongs Assessment: let learners form their own sentences using words having diphthongs	What have we learnt today? Ask learners to summarize the main points in the lesson

<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> • Have learners read sentences containing articles. <ul style="list-style-type: none"> – Indefinite articles: e.g. I bought an orange. a car, a sheep, a tree, an apple, an orange, an egg, etc. – Definite article: I put the book on the table. • Use several examples to explain the use of the definite and indefinite articles. • Nouns such as music, soup, soap, do not require any determiners. Thus show further that it is possible to say: <ul style="list-style-type: none"> i. I love music. ii. I enjoy soup. • Put learners into small groups to form sentences with a, an, the <p>Assessment: let learners identify and use the definite and indefinite articles “a” and “an” to refer to a person, animal, event, time or objects in general</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> • Take learners through the writing process: <ul style="list-style-type: none"> Prewriting stage • Put learners in groups of four (4). Each member suggests a topic. Each group discusses it’s topics and selects one. Each team presents their topic to the class and writes it on the board. • Have groups plan their composition by identifying and discussing the purpose, audience and the context of the piece. • Invite groups to present their work and have the whole class give feedback. • Use learner strategies such as brainstorming to help learners generate ideas appropriate to the topic. • Have learners use graphic organisers to organise the ideas generated. <p>e. g.</p> <p>Brainstorming</p> <ul style="list-style-type: none"> • Brainstorming involves expressing one's own views and ideas to contribute to resolve a problem. • The activity can be done as a whole class, in small groups or in pairs. The high-ability learners may take leading roles. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Accept and record each idea on the board. Assure them that they are not required to justify or explain the ideas they generate.</p> <p>Assessment: let learners select a topic of choice on issues in the immediate environment, brainstorm and organise ideas before writing</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Have learners read simple sentences with names of people, animals, events and objects on the board. • Put learners in groups to identify the names of people, animals, events and objects as nouns. • Have learners form sentences with names of people, animals, events and objects and underline these names/nouns in the sentences. • Have them note that common nouns start with small letters. • Have learners identify common nouns from paragraphs/passages. <p>Assessment: let learners identify and use nouns in sentences to identify people, animals, events and objects</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	<p>Have learners to tell what they read to the whole class</p>

Vetted by : Signature: Date :

SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : NUMBER		Sub-strand : Counting, Representation & Cardinality	
Indicator (code)	B4.1.1.2.2	B4.1.1.3.1	
Content standard (code)	B4.1.1.2.	B4.1.1.3.	
Performance Indicator	Learners can count and convert Hindu Arabic numerals to Roman numerals up to 30 and vice versa Learners can determine set of factors of a given numbers up to 50		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like: I'm counting	Learners read the chart sequentially forwards and backwards, vertically (up and down), zig-zag, diagonally and randomly without pointing to the numbers. Invite 2-3 learners to read to the class. Call a Roman numeral and ask learners to write	Review the lesson with Learners

	one, what is one																																																														
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Give learners a numeral in the Hindu Arabic system and have learners convert to roman numeration and vice versa for instance XXIV = 24</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">I</th> <th style="text-align: left;">V</th> <th style="text-align: left;">X</th> <th style="text-align: left;">L</th> <th style="text-align: left;">C</th> </tr> <tr> <th style="text-align: left;">1</th> <th style="text-align: left;">5</th> <th style="text-align: left;">10</th> <th style="text-align: left;">50</th> <th style="text-align: left;">100</th> </tr> </thead> <tbody> <tr> <td>1 = I</td> <td></td> <td>10 = X</td> <td></td> <td></td> </tr> <tr> <td>2 = II</td> <td></td> <td>20 = XX</td> <td></td> <td></td> </tr> <tr> <td>3 = III</td> <td></td> <td>30 = XXX</td> <td></td> <td></td> </tr> <tr> <td>4 = IV</td> <td></td> <td>40 = XL</td> <td></td> <td></td> </tr> <tr> <td>5 = V</td> <td></td> <td>50 = L</td> <td></td> <td></td> </tr> <tr> <td>6 = VI</td> <td></td> <td>60 = LX</td> <td></td> <td></td> </tr> <tr> <td>7 = VII</td> <td></td> <td>70 = LXX</td> <td></td> <td></td> </tr> <tr> <td>8 = VIII</td> <td></td> <td>80 = LXXX</td> <td></td> <td></td> </tr> <tr> <td>9 = IX</td> <td></td> <td>90 = XC</td> <td></td> <td></td> </tr> <tr> <td>10 = X</td> <td></td> <td>100 = C</td> <td></td> <td></td> </tr> </tbody> </table>  <p>Assessment: have learners to practice with more examples</p>	I	V	X	L	C	1	5	10	50	100	1 = I		10 = X			2 = II		20 = XX			3 = III		30 = XXX			4 = IV		40 = XL			5 = V		50 = L			6 = VI		60 = LX			7 = VII		70 = LXX			8 = VIII		80 = LXXX			9 = IX		90 = XC			10 = X		100 = C			Review the lesson with Learners
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Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as:</p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">= 4 × 3</td> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">= 3 × 4</td> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">= 6 × 2</td> </tr> </tbody> </table> <p>Assessment: have learners to practice with more examples</p>		= 4 × 3		= 3 × 4		= 6 × 2	Review the lesson with Learners																																																						
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Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Learners pair grouping and the number of equal objects for each formation as factors;</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>4 groups of 3 straws (4, 3)</p> <p>3 groups of 4 straws (3, 4)</p> <p>6 groups of 2 straws (6, 2)</p> <p>2 groups of 6 straws (2, 6)</p> <p>12 groups of 1 straw (12, 1)</p> <p>1 group of 12 straws (1, 12)</p> </div> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners																																																												
Friday	Sing songs like:		Review the lesson with Learners																																																												

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	I'm counting one, what is one .	Learners collect from the pairs and form a set as the factors of the given number. For example the set of factors of 12 = {1, 2, 3, 4, 6, 12} Assessment: have learners to practice with more examples	
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SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : CYCLES		Sub-strand : EARTH SCIENCE	
Indicator (code)	B4.2.1.1.1		
Content standard (code)	B4.2.1.1.		
Performance Indicator	Learners can demonstrate understanding of cyclic movements in the environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Science curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Guide learners to build a pendulum (a ball hanging on a string) and let them observe the swinging motion. <ul style="list-style-type: none"> • Learners observe the following movements: <ol style="list-style-type: none"> (1) the seconds hand on an analogue clock (2) merry-go-round (3) a swinging pendulum (4) movement of their limbs during walking. • Assist learners to come out with one thing that is common to all the movements 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<p>Project: Life Cycle of a Maize Plant Learners investigate the life cycle of a maize plant and report on their findings</p> <p>Assessment: let learners mention one thing that is common to all the movements</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Life Cycle of a Maize Plant Learners report on their findings on the investigation of the life cycle of a maize plant</p> <p>Assessment: let learners describe the life cycle of a maize plant</p>	<p>What have we learnt today? Ask learners to summarize the important points of the lesson</p>

Vetted by : Signature: Date :

SUBJECT: COMPUTING

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Introduction to computing		Sub-strand : INTRODUCTION TO MS-WINDOWS INTERFACE	
Indicator (code)	B4.1.2.1.1.		
Content standard (code)	B4.1.2.1.		
Performance Indicator	Learners can describe the desktop background and explain its features (e.g. image, icons and Taskbar of the background).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Laptop	
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore the desktop background and explain its features (i.e. wallpaper, icons of files and folders you have or may have saved to the desktop, taskbar etc.). Show different desktop background images to learners. Assist them to explain its features. Assessment: Let learners describe the desktop background and explain its features	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL ABOUT US		Sub-strand : My Family and the Community	
Indicator (code)	B4.1.3.1.1.		
Content standard (code)	B4.1.3.1.		
Performance Indicator	Learners can explain and appreciate the importance of being a committed member of the family		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about family members e.g. mother, father, siblings, uncles, aunties, grandparents. Learners talk about behaviours expected of committed members of the family e.g. obedience, respect, dedication e.g. taking part in family activities, obedience to elders of the family, respect for family members, accepting responsibility (performing assigned duties), taking initiatives, helping needy relatives.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners mention behaviours expected of committed members of the family	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about the importance of being a committed family member e.g. to promote unity, to gain respect, to be considered a trustworthy person.</p> <p>Learners draw and colour a family member e.g. father, mother.</p> <p>Assessment: Let learners mention the importance of being a committed family member</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : MOTOR SKILL AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B 4. 1.2.1.2		
Content standard (code)	B 4. 1.2.1.		
Performance Indicator	Learners can Balance while moving and manipulating objects on a ground-level balance beam.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	After a warm up, learners pick rubber balls available, hold them with their two hands and raise them at a stationery position. Let them lift the balls over their head and begin to walk while maintaining a balance.	What have we learnt today? Use answers to summarise the lesson.

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	maximal performance and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B4.1.1.2.1		
Content standard (code)	B4.1.1.2.		
Performance Indicator	Learners can identify the uniqueness of humankind from other creatures.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners draw an animal and a human being and draw the comparison between the two. Assessment: let learners draw an animal and a human being and draw the comparison between the two.	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by :..... Signature: Date :

SUBJECT: HISTORY

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Why and How We Study HISTORY		Sub-strand : History as a Subject	
Indicator (code)	B4.1.1.2.1		
Content standard (code)	B4.1.1.2.		
Performance Indicator	Learners can identify the sources of history including archaeology, numismatics, oral tradition, wall paintings etc.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: History curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What are the	List the sources of history including funeral brochures, oral tradition, old photographs, old letters and diaries, arts and craft works, old newspapers, dirges, appellation and books. Classify these sources under primary and secondary sources. Assessment: let learners identify the sources of history	What have we learnt today? Ask learners to summarize the main points in the lesson

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	sources of history?		
Thursday	Engage learners to sing songs and recite familiar rhymes What are the sources of history?	List the sources of history including funeral brochures, oral tradition, old photographs, old letters and diaries, arts and craft works, old newspapers, dirges, appellation and books. Classify these sources under primary and secondary sources. Assessment: let learners classify the sources of history under primary and secondary sources	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Performing Arts		Sub-strand : Planning, Making and Composing	
Indicator (code)	B4 2.2.2.1.		
Content standard (code)	B4 2.2.2.		
Performance Indicator	Learners can experiment with available performing arts media and techniques to create artworks based on own views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ explore the surroundings to select available instruments, sounds, rhythms, movement patterns, etc. that are suitable for composing and performing music, dance, drama, poetry, etc.;; ☑ experiment with available instruments, sounds, rhythms, movement patterns, etc. to perform some of the compositions of the Ghanaian performing artists	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>studied that reflect the history and culture of the Ghanaian. For example, sing patriotic songs composed by Ephraim Amu, act parts of drama performed by Grace Omaboe or David Dontoh of Obra Drama Troupe, or recite poems created by Atukwei Okai or any local performing arts group;</p> <p>☑ discuss and share their experiences through peer review.</p> <p>Assessment: let learners create artworks based on own views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☑ explore the surroundings to select available instruments, sounds, rhythms, movement patterns, etc. that are suitable for composing and performing music, dance, drama, poetry, etc.;</p> <p>☑ experiment with available instruments, sounds, rhythms, movement patterns, etc. to perform some of the compositions of the Ghanaian performing artists studied that reflect the history and culture of the Ghanaian. For example, sing patriotic songs composed by Ephraim Amu, act parts of drama performed by Grace Omaboe or David Dontoh of Obra Drama Troupe, or recite poems created by Atukwei Okai or any local performing arts group;</p> <p>☑ discuss and share their experiences through peer review.</p> <p>Assessment: let learners create artworks based on own views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonics: Letter Sound Knowledge	
Indicator (code)	B4.2.4.1.4	B4.2.5.1.1.1	B4.2.5.1.2
Content standard (code)	B4.2.4.1.	B4.2.5.1.1.	B4.2.5.1.
Performance Indicator	<ul style="list-style-type: none"> • Learners should recognise and read consonant clusters in sentences • Learners should read aloud with correct pronunciation and tone • Learners should find meanings of unfamiliar words from context. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Write words with consonant clusters in them (where applicable) and lead learners to say the words as a group and individually. 	What have we learnt today?

		<ul style="list-style-type: none"> • Use words formed with consonant clusters to form sentences on the board and lead learners to read the sentences. • Let learners read the sentences and as they read, lead them to recognise the consonant clusters in the sentences and write them down. <p>Assessment: let learners read consonant clusters in sentences</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Sing a song with learners. Read aloud a passage. • Read the passage again while learners read after you. • Let learners read aloud the passage with correct pronunciation and tone (correct them where necessary). <p>Assessment: let learners read aloud with correct pronunciation and tone</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Read aloud the passage again. • Mention some words and write them on the board. • Lead learners to find the meaning of the words in context. • Let learners find the meanings of more unfamiliar words in context. <p>Assessment: let learners find meanings of unfamiliar words from context.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :