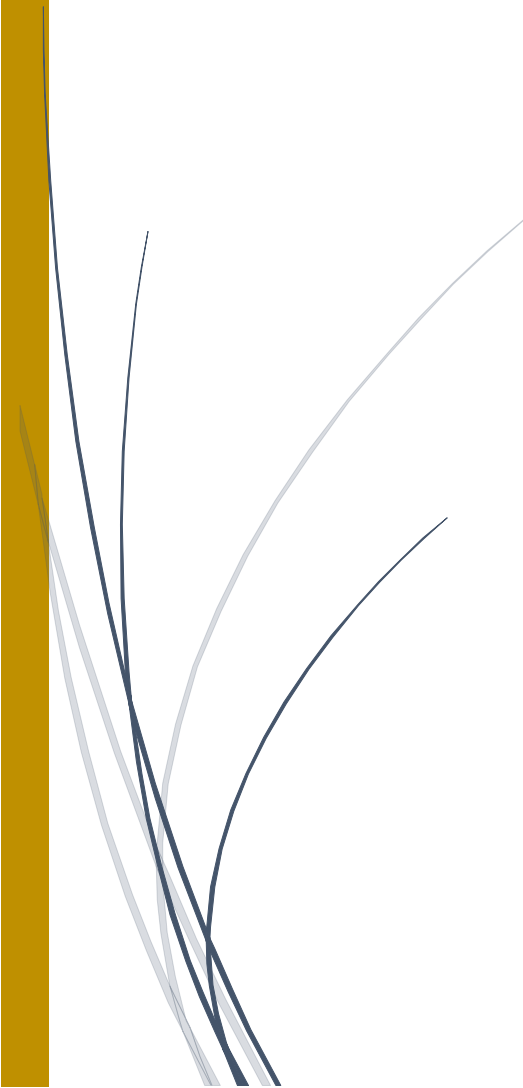


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SAMPLE LESSON NOTES-WEEK I
BASIC THREE

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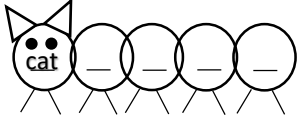
Fayol Inc.
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SCHEME OF LEARNING- WEEK I

BASIC THREE

Name of School.....

Week Ending			
Class	Three		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	B3.1.1.1.1 B3.2.2.1.1 B3.4.3.1.1 B3.5.1.1.1 B3.6.1.1.1.1		
Performance Indicator	<p>A. Learners can talk about the benefits of songs</p> <p>B. Learners can understand the relationship between spelling of words and sounds of speech</p> <p>C. Learners can copy short paragraph clearly</p> <p>D. Learners can use capital letters to write initials and abbreviations</p> <p>E. Learners read a variety of age and level appropriate books and summarize them</p>		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards and a class library		
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p>ONE POTATO, TWO POTATOES</p> <p>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p> <p>One potato, two potatoes, three potatoes, four</p>	<p>A. ORAL LANGUAGE (Songs)</p> <p>Let learners identify some familiar songs e.g. patriotic songs such as 'The National Anthem'.</p> <p>Teach the songs identified, e. g. 'The National Anthem'</p> <p>Let learners sing rhythmically, using claps, gestures and dance where necessary</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>
Tuesday	<p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor.</p> <p>Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.</p>	<p>B. READING (Phonics)</p> <p>Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).</p> <p>Provide activities for learners to use letter names and sounds to spell and sound out words</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>
Wednesday	<p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor.</p>	<p>C. WRITING (Penmanship)</p> <p>Model copying a short paragraph on the board drawing attention to features such as clarity, spacing and alignment of letters.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p>

	Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.	Let learners practice copying a short paragraph legibly and correctly on the board.	Ask learners to read some keywords on the board
Thursday	<p>Engage learners to play the “Phonic caterpillars” game.</p> <p>A spelling pattern goes at the head of the caterpillar and the children fill in the sections of the caterpillar with words containing that pattern</p> 	<p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Capitalization)</p> <p>Introduce initials and abbreviations in context.</p> <p>Provide learners with sentences or texts containing initials and abbreviations for them to identify. e. g. WHO – World Health Organisation; K. S. Manu – Kofi Sakyi Manu</p> <p>Give texts having full names of people and organizations.</p> <p>Ask learners to rewrite the text and replace the full names of people and organizations with initials and abbreviations</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>
Friday	<p>Have a variety of age/level-appropriate books for learners to make a choice from.</p> <p>Guide learners to select books for readings</p>	<p>E. <u>EXTENSIVE READING</u></p> <p>Using the Author’s chair, introduce the reading/library time.</p> <p>Introduce narratives, expository, procedural texts to learners.</p>	<p>Let learners summarize the books they read to the whole class</p> <p>Learners draw parts of the stories they read.</p>

Week Ending			
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B3.1.1.1.1	
Performance Indicator		Learners can use number names ,counting sequences and how to count to find out how many	
Strand		Number	
Sub strand		Counting & Representation	
Teaching/ Learning Resources		Counters, bundle and loose straws base ten cut square, patterns	
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10).</p> <p>Learners then show their fingers up to show the number.</p>	<p>Guide learners to skip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point.</p> <p>Learners to identify and correct errors or omissions in a skip counting sequence</p>	<p>What have we learnt today?</p> <p>Counting sequence</p> <p>Give learners task to count numbers in sequence that is by 1s and 2s</p>
Tuesday	<p>Have learners to write number patterns in the air.</p> <p>Bring handy objects to class, call learners to count them. Now use the “how many” to ask pupils about what they counted</p>	<p>Guide learners to count to tell the number of objects in given collection of objects by selecting the most appropriate of three estimates for a given collection of objects and justify the choice.</p>	<p>Have learners to count how many books , desks, tables ,pencils, crayons, blackboard, rulers, sharpeners, erasers etc. in the classroom</p>
Wednesday	<p>Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.</p> <p>Show learners a chalk box full of chalks. Ask learners to guess the number of chalks and hence introduce the lesson</p>	<p>Represent numbers or quantities to 1000 with written numerals</p> <p>Write number words for given multiples of ten to 9999 and for multiples of 100 to 9990</p> <p>Guide learners to count by 2s, 5s or 10s, to answer “how many?” questions about as many as 100 or 1000 objects regardless of the order in which the objects are counted or the arrangement of the objects</p>	<p>What have we learnt today?</p> <p>Estimation</p> <p>Have learners to estimate the number of objects in a small group</p>
Thursday	<p>Engage learners in the game; Clap that number (up to 10). Have learners count in unison as they clap the number.</p>	<p>Display a number chart with numbers between 0 and 10,000.</p> <p>Have learners identify numbers in different positions around a given number.</p>	<p>Give learners task to identify numbers in different positions around a chosen number using number grid</p>

		<p>Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 34 and identify numbers above, below, to the right or to the left etc.</p>	
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Week Ending			
Class	Three		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B3.1.1.1.1		
Performance Indicator	Learners can classify living things plants and animals by their life process		
Strand	Diversity Of Matter		
Sub strand	Living & Non Living Things		
Teaching/ Learning Resources	Pictures of Plants and animals in the environment		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Have learners watch a documentary on the life processes of some plants and animals	Learners watch pictures and videos on living things Learners collect and display cut-out pictures or flash cards of plants and animals	What have we learnt today? Life process of plants and animals Have learners to summarize the important points of the lesson
	Have learners watch a documentary on the life processes of some plants and animals	Learners sort the living things into plants and animals through an activity. Draw two large circles and let learners place living things into different circles for plants and animals based on their life processes	What have we learnt today? Life process of plants and Animals Have learners to summarize the important points of the lesson
	Put the learners into groups. Play a game of seeing which group can list the highest number of living and non-living things. Give them 5 minutes to write as many ideas down on paper as they can. The group with the highest number wins	Have learners watch a documentary on the life processes of some plants and animals Produce more materials for different activities	What have learnt today? Life process of plants and Animals Have learners to summarize the important points of the lesson

Week Ending			
Class	Three		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B3.1.1.1.1		
Performance Indicator	Learners can examine the purpose of God's creation human beings		
Strand			
Sub strand			
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Learners talk about the creation of humankind.</p> <p>i. Who were the first people God created?</p> <p>ii. Who was created first?</p> <p>Learners tell creation stories to explain why God created human beings e.g. to take care of other creatures, to worship and serve Him, etc.</p>	<p>What have we learnt today?</p> <p>Purpose of God's creation human beings.</p> <p>Learners to summarize the important points of the lesson.</p>
	<p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners think-pair-share on why we should protect and care for God's creation:</p> <p>i. to maintain creation for generations</p> <p>ii. it is a command from God</p> <p>iii. our survival depends on other creation: food, medicine, shelter, air, etc.</p> <p>iv. it is service to God and humankind</p>	<p>Engage learners in the talking circle game</p> <p>Learners form two circles such that a small circle is within a bigger circle. Members in the small circle face members in the bigger circle, and ask them questions to answer purpose of God's creation</p>
	<p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners think-pair-share on why we should protect and care for God's creation:</p> <p>i. to maintain creation for generations</p> <p>ii. it is a command from God</p> <p>iii. our survival depends on other creation: food, medicine, shelter, air, etc.</p> <p>iv. it is service to God and humankind</p>	<p>Engage learners in the talking circle game</p> <p>Learners form two circles such that a small circle is within a bigger circle. Members in the small circle face members in the bigger circle, and ask them questions to answer purpose of God's creation</p>

Week Ending			
Class	Three		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B3.1.1.1.1		
Performance Indicator	Learners can demonstrate ways to care for the environment		
Strand	God's Creation & Attributes		
Sub strand	God the Creator		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Have learners mention natural things (things created by god) that are bright and beautiful in the environment and classify them into big and small	Use questions and answers for learners to explain the environment. Using Think-Pair-Share, let learners talk about ways of caring for the environment through: tree planting, proper disposal of waste, legal mining, clean-up exercises, avoiding environmental pollution, etc. Assessment: Let learners organize and do clean-up exercises in the school environment	What have we learnt today? Caring for the natural environment Ask learners to summarize the important points of the lesson Give learners task to mention and discuss ways of caring for the natural environment

Week Ending			
Class	Three		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B3.2.1.1.1		
Performance Indicator	Learners to discuss the origins of the major ethnic groups in Ghana		
Strand	My country Ghana		
Sub strand	The People Of Ghana		
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to write on a sheet of paper the following</p> <p>What are the major ethnic groups in Ghana? Etc.</p>	<p>Identify some of the major ethnic groups. E.g. Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe</p> <p>Use a map to trace the routes the major ethnic groups travelled to get to their present-day locations in Ghana</p>	<p>Play a game of pick and win using ethnic groups</p>
	<p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them</p>	<p>In groups, learners discuss the origin of the major ethnic groups</p> <p>Compose a song with names of the major ethnic groups and where they originated (In the special schools, resource persons should assist the hearing impaired to sing)</p>	<p>What have we learnt today?</p> <p>The origin of major ethnic groups</p> <p>Have learners to summarize the important points in the lesson</p>

Week Ending			
Class	Three		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 89		
Learning Indicator(s)	B3.1.1.1.1		
Performance Indicator	Sing songs with the correct rhythms and discuss the meaning and moral values of the song.		
Strand	Oral Language		
Sub strand	Songs		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners to sing songs and recite familiar rhymes they know.</p> <p><u>ALPHABET</u> Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M,N,O, P,Q,R,S,T,U,V,W,X,Y,Z.</p>	<p>Let learners sing a familiar occupational song they know.</p> <p>Play familiar traditional songs on a tape/clip for learners to listen.</p> <p>Teach learners the song and let them sing the song alone.</p> <p>Allow learners to sing the song with correct rhythms.</p> <p>Lead learners to brainstorm the meaning of the song.</p> <p>Lead learners through discussion to tell the moral values in the song.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>
	<p>Engage learners in the “What letter am I writing game”</p> <p>Put learners into groups of two. The teacher writes a letter in the air.</p> <p>Learners makes the letter sound and tell the teacher the sound that has been written.</p>	<p>Play familiar traditional songs on a tape/clip for learners to listen.</p> <p>Teach learners the song and let them sing the song alone.</p> <p>Allow learners to sing the song with correct rhythms.</p> <p>Lead learners to brainstorm the meaning of the song.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>

Week Ending			
Class	Three		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 30		
Learning Indicator(s)	B3.1.1.1.1:		
Performance Indicator	Change direction from forward and back and right and left while walking, running, hopping, and jumping		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop personal and core competencies skills such as agility, flexibility, patience, leadership, teamwork etc			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Take learners through general and specific warm ups.</p> <p>Have learners to watch pictures and videos of the skill to be learnt.</p>	<p>Mark points on the court with cones/skittles with directions.</p> <p>After warm-ups lead learners to direction from forward to backward, right to left whiles starting with walking, to running, hopping to jumping, etc. in a fun way.</p> <p>Allow learners to progress at their own pace.</p> <p>Observe learner's performance and give corrective feedback to improve performance.</p>	<p>Organize mini football game for learners.</p> <p>End the lesson by leading learners to jog slowly to walking with fun whiles flexing the body parts for quick recovery.</p> <p>End lesson with cool down</p>