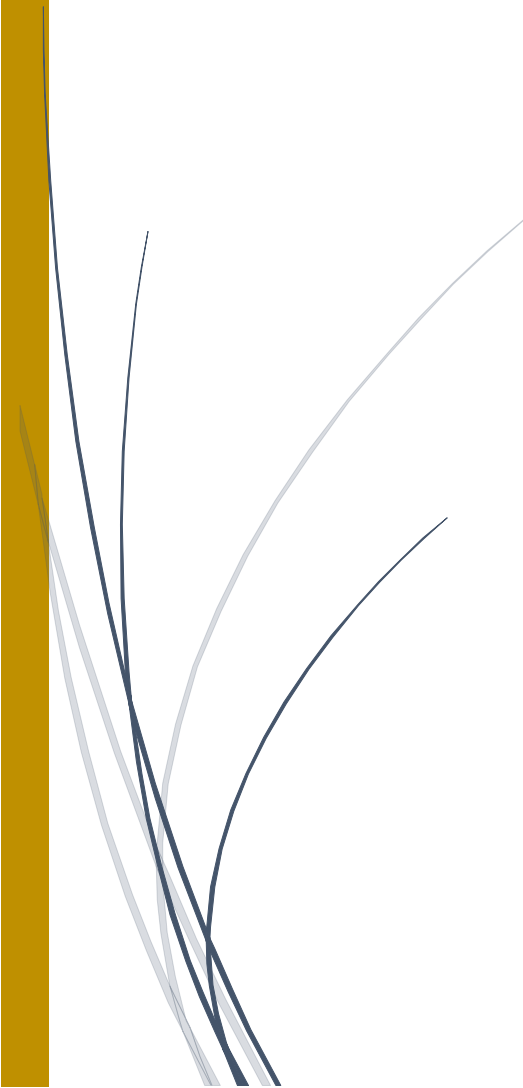


A thick vertical gold bar is on the left side of the page. A yellow arrow points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 12
BASIC THREE

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

Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

SCHEME OF LEARNING- WEEK 12

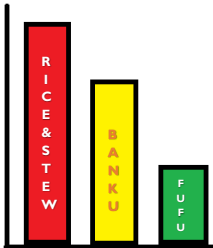
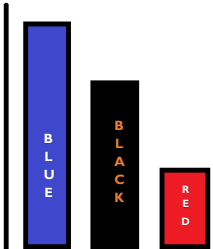
BASIC THREE

Name of School.....

Week Ending			
Class	Three		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	B3.1.10.1.2. B3.2.9.1.3. B3.4.14.1.2. B3.5.10.1.1. B3.6.1.1.1.		
Performance Indicator	<p>A. Learners can use appropriate verbal and non-verbal cues to convey meaning while speaking</p> <p>B. Learners can use self-correction strategy to make meaning from texts (repeated)</p> <p>C. Learners can make a radio/TV presentations/performances</p> <p>D. Learners can spell phonically irregular words correctly</p> <p>E. Learners can read a variety of age and level-appropriate books and summarize them</p>		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards and a class library		
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Have learners recite familiar rhymes.</p> <p><u>FIVE LITTLE DUCKS</u> Five little ducks went out one day, Over the hills and far away, Mother duck said “Quack, quack, quack” But only 4 little ducks came back.</p>	<p><u>A. ORAL LANGUAGE</u></p> <p>Demonstrate use of appropriate posture, verbal and non-verbal cues to communicate meaning, e.g. nodding, smiling, etc. to show approval.</p> <p>Discuss the various non-verbal cues (e.g. facial expression, eye contact, crossed arms, etc.) you used and their meanings with learners.</p> <p>Let the groups plan their presentations on an appropriate topic.</p> <p>Give each group time to present and have the class talk about the appropriate verbal and non-verbal cues used</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE TOMMY TITTEMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men’s ditches.</p>	<p><u>B. READING</u></p> <p>Have learners use self-correction strategy as they pronounce words in a read aloud lesson.</p> <p>Check for intonation and pace as they read to make meaning</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

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

Week Ending			
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page 73	
Learning Indicator(s)		B3.4.1.1.1 B3.4.1.2.1	
Performance Indicator		Gather and record Data using concrete graphs and pictographs to solve problems	
Strand		Geometry and Measurement	
Sub strand		Data Collection And Organization	
Teaching/ Learning Resources		Class Registers, School Based Assessment	
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Guide learners to use tallies, checkmarks, charts, lists or tables to collect and organize data to answer a question. Example: call ten students to the front of the class and sort them into groups; that is group of boys and group of girls.</p> <p>Let learners identify the number of boys and girls in each group.</p> <p>Have learners to use tallies to represent the number of boys and girls on a table.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who may need special help.</p>
Tuesday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Guide learners to use tallies, checkmarks, charts, lists or tables to answer questions, and justify the answers, based on the organized data.</p> <p>Have learners to answer questions based on the data collected on the number of boys and girls. Example: i. How many boys? ii. how many girls? iii. how many altogether? iv. more girls than boys. Yes/No v. less boys than girls? Yes/No</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who may need special help.</p>
Wednesday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Let gather and bring all items that can found in the classroom. Example: pencils, sharpeners, erasers, crayons, bags, dusters, chalk, pens, etc.</p> <p>Let them sort and group them. That is group of pencils, group of pens, etc.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who may need special help.</p>

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



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

Week Ending			
Class	Three		
Subject	SCIENCE		
Reference	Science curriculum Page 62		
Learning Indicator(s)	B3.5.4.1.1		
Performance Indicator	Identify human activities that pollute the atmosphere		
Strand	Humans And The Environment		
Sub strand	Climate Change		
Teaching/ Learning Resources	Pictures of smoke from mosquito coils, burning of pieces of paper		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Learners watch pictures and videos on human activities that pollute the atmosphere.</p> <p>Teacher explains to learners that “atmosphere” refers to the air around us.</p> <p>Tell stories or talk about scenarios that pollute the atmosphere i.e. burning of waste and bush, exhaust fumes from moving cars etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Introduce a simple game or activity to help learners understand how the atmosphere gets polluted., e.g. smoke from mosquito coils, burning of pieces of paper and ask learners to tell where the smoke goes.</p> <p>Evaluate learners by asking them to talk about other activities that pollute the atmosphere.</p> <p>Teacher should not discuss things about climate doom that will scare the learners.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Introduce a simple game or activity to help learners understand how the atmosphere gets polluted.</p> <p>Evaluate learners by asking them to talk about other activities that pollute the atmosphere.</p> <p>Teacher should not discuss things about climate doom that will scare the learners.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	Three		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 57		
Learning Indicator(s)	B3.5.4.1.1.		
Performance Indicator	Identify the importance of technology in communication		
Strand	My Global Community		
Sub strand	Technology In Communication		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving and Cultural Identity			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Learners talk about ways of communicating with others e.g. Storytelling, conversations, gesturing etc.</p> <p>Learners talk about the importance of technology in communication, e.g. it is faster, it is saves money, it makes us contact people easily.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Learners talk about how to protect technology tools in communication, e.g. handling with care, not leaving them in the Sun, cleaning them regularly.</p> <p>Learners practice how to use mobile phone to communicate politely e.g. how to make a call and how to receive a call.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Let learners act as teachers to review the previous lesson.</p> <p>Encourage learners to pose questions for clarification</p>	<p>Demonstrate to learners how to speak on phone politely</p> <p>Learners in groups, talk about how to speak on phone politely.</p> <p>Have learners to draw and color any technological tool.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	Three		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 22		
Learning Indicator(s)	B3.4.2.1.1:		
Performance Indicator	Learners can explain the need to live in harmony with one another.		
Strand	The Family and the Community		
Sub strand	Personal Safety In The Community		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Display an image on the board (relating to the topic) but cover it up.</p> <p>Every time a student answers a question then show a little bit of the image.</p> <p>The first person to guess the correct image wins.</p>	<p>Have learners mention ways of living in harmony with one another.</p> <p>Discuss the need to live in harmony with one another: to promote peace and unity, law and order, growth and development, etc.</p> <p>In a Think-Pair-Share session, let learners talk about attitudes and behaviors that promote harmonious living at home, school, community, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>

Week Ending			
Class	Three		
Subject	HISTORY		
Reference	History curriculum Page 19		
Learning Indicator(s)	B3.3.1.1.1		
Performance Indicator	Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs.		
Strand	Europeans in Ghana		
Sub strand	Arrival of Europeans		
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Put students into pairs and hand out a wad of sticky notes to each pair. They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers. The learner who guess right wins	Explain why other Europeans who came later also settled on the Gold Coast Learners use the internet to find out the castles and forts the Europeans built. Have learners to design a poster of the forts and castles.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson	Let learners Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people. Learners present their findings in groups to the whole class. Let learners sketch a map to show some of the european alliances.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task

Week Ending			
Class	Three		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B3.1.4.6 B3.2.4.7		
Performance Indicator	Learners can use the agreed guidelines to examine and derive meaning from own artworks		
Strand	Visual Arts & Performing Arts		
Sub strand	Appreciating and Appraising		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools,		
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. clay pot</p> <p>Theme: <i>Unity</i> Subject matter: <i>Historical</i> Media: <i>Clay</i> Techniques: <i>coiling method</i> Uses: <i>for fetching and storing water</i> Future modification: <i>addition of handles</i></p> 	<p>Assessment: Present learners with different artworks for them to use the guidelines in appreciating and appraising.</p> <p>Summarize lesson activities with learners.</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Performing artworks include dance, music and drama.</p> <p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. Agbadza dance</p>  <p>Let learners talk about the theme, gestures, makeup, costume, stage use and stage setting as they watch the video or pictures of the dance.</p>	<p>Review the lesson activities through questions and answers.</p>

Week Ending			
Class	Three		
Subject	GHANAIA N LANGUAGE		
Reference	Ghanaian Language curriculum Page 115		
Learning Indicator(s)	B3.6.3.1.3-4		
Performance Indicator	Learners can answer questions based on a passage read.		
Strand	Extensive Reading/Children's Literature/ Library		
Sub strand	Reading Short Stories and Respond to Them		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Write words on th board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson</p>	<p>Let learners scan through the reading book and write down the words that are unfamiliar to them.</p> <p>Put learners into groups to compare the words that they have written and come out with one list.</p> <p>Let each group write their words on the board and lead them to pronounce the words as a group and individually.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Discuss the meaning of some of the words with learners and encourage them to find the meaning of the other words.</p> <p>Lead learners to read a passage from the class reader and let learners read the passage as a group and then individually.</p> <p>Ask questions for learners to answer.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them</p>	<p>Guide learners to choose appropriate story books from the class library.</p> <p>Lead them to identify and write down all the unfamiliar words in it.</p> <p>Lead learners find the meaning of the words and read the stories with correct intonation.</p> <p>Ask questions based on the story read for learners to answer.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	Three		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B3.5.4.5.4:		
Performance Indicator	Demonstrate how to solve a problem with another person during physical activity.		
Strand	Values And Psychosocial Concepts, Principles And Strategies		
Sub strand	Critical Thinking		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
Core Competencies: Learners develop skills such as cooperation, tolerance, peace, etc			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Learners embrace their peers after physical activities as a means of solving personal problems. Learners make it a habit of embracing one other after physical activity as a means of solving problems.	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.