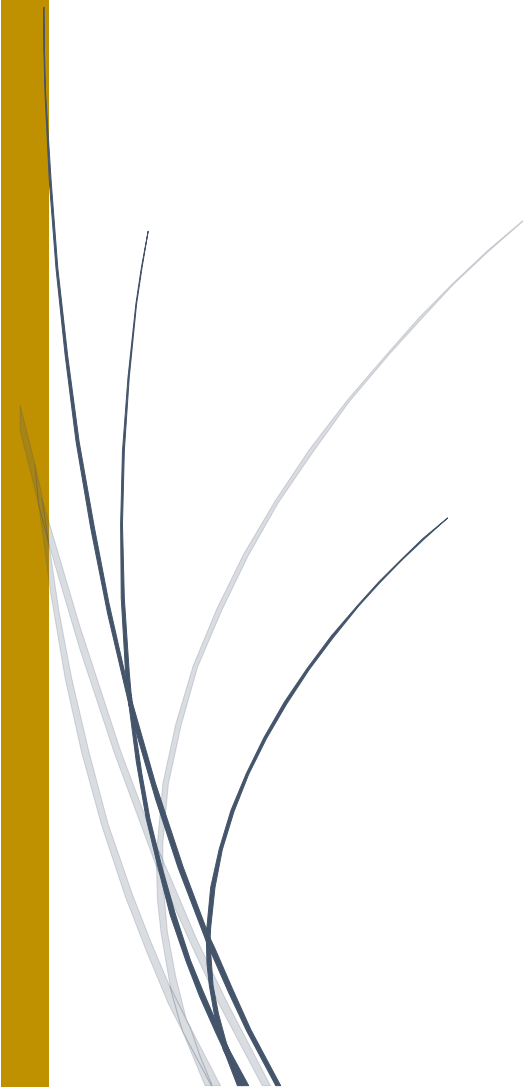


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SAMPLE LESSON NOTES-WEEK 2
BASIC THREE


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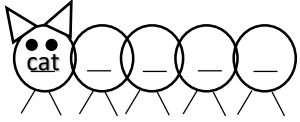
Fayol Inc.
0547824419/0549566881 sirhoa1@gmail.com

SCHEME OF LEARNING- WEEK 2

BASIC THREE

Name of School.....

Week Ending			
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.7.1.1. B3.2.7.1.3. B3.4.10.1.1. B3.5.7.1.1. B3.6.1.1.1	
Performance Indicator		<p>A. Learners can listen to and interact actively within information texts</p> <p>B. Learners can retell level-appropriate text in own, explain and illustrate</p> <p>C. Learners can add more details of a story structure to narrative stories</p> <p>D. Learners can Identify prepositions in sentences to indicate directions and means</p> <p>E. Learners can read a variety of age and level-appropriate books and summarize them</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to play the ball game.</p> <p>Write vocabulary words on a ball. Throw the ball to learners in turns to form sentences with the word which has their right thumb on.</p> 	<p>A. ORAL LANGUAGE (Listening Comprehension)</p> <p>Read an appropriate text to learners.</p> <p>Before reading, let learners think-pair- share, and talk about what they already know (K) about the topic.</p> <p>Have learners ask questions about what they want to know (W).</p> <p>While you read the text, pause often to give the children the chance to share what they have learned</p> <p>Let learners answer the questions they asked before reading.</p> <p>After the reading, have learners share what they have learned.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>
Tuesday	<p>Write some sight words on the board and cover parts with smileys for learners to guess the word</p> <p>e.g.</p> <p>E L 😊 P H 😊 N 😞</p> <p>W 😊 N 😊 O W</p> <p>😊 E L E V I S I 😊 N</p>	<p>B. READING (Comprehension)</p> <p>Ask a few questions to review the text/story to be retold.</p> <p>Have learners narrate or retell the story passage using the herring bone or story map strategy.</p> <p>The narration should be sequential to make the story understood.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>

		In groups, let learners re tell the story by adding more details to it.	
Wednesday	<p>Engage learners to play the “Phonic caterpillars” game.</p> <p>A spelling pattern goes at the head of the caterpillar and the children fill in the sections of the caterpillar with words containing that pattern</p> 	<p>C. WRITING (Narrative Writing)</p> <p>Read a short narrative story to learners; concentrate on the setting and the characters.</p> <p>Let learners narrate their experiences.</p> <p>Assist learners to pick a topic. e. g. The traffic light.</p> <p>Let learners write on the topic, narrating their experience. E.g. <i>On my way to school, I crossed the road. I looked left, right and left again. There was no vehicle coming. Then I walked quickly across the road.</i></p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>
Thursday	<p>Write three facts about the coronavirus on the board and ask learners to make their stands whether they agree or not.</p> <p>e.g. i. <i>one can contract the virus through eating infected foods.</i> iii. <i>Staying at home cannot prevent the spread of the virus</i></p> <p>let learners make their choices of each question by saying “I AGREE”, “I DISAGREE”. Let learners explain their choices.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (Using Simple Prepositions)</p> <p>Provide sample sentences. e.g. means -We are going home by bus. <i>direction</i> - The monkey is climbing up the tree.</p> <p>Guide learners to discover the meaning of the sentences.</p> <p>Draw learners’ attention to the words as prepositions.</p> <p>Have learners complete sentences with given prepositions that indicate “means and direction”. e.g. <i>Mr. Badu is travelling _____ train.</i></p>	<p>Have learners complete sentences with the appropriate prepositions. i. <i>My friend lives <u>across</u> the street from me.</i> ii. <i>The ducks are eating <u>along</u> the river.</i> iii. <i>The girl was sitting <u>among</u> her friends.</i> iv. <i>They told stories <u>around</u> the campfire</i></p>
Friday	<p>Have a variety of age/level-appropriate books for learners to make a choice from.</p> <p>Guide learners to select books for readings</p>	<p>E. EXTENSIVE READING</p> <p>Using the Author’s chair, introduce the reading/library time.</p> <p>Introduce narratives, expository, procedural texts to learners.</p>	<p>Let learners summarize the books they read to the whole class</p> <p>Learners draw parts of the stories they read.</p>

Week Ending			
Class	Three		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 47		
Learning Indicator(s)	B4.1.1.3.2		
Performance Indicator	Learners can count forwards and backwards with positive and negative whole numbers through zero		
Strand	Number		
Sub strand	Counting, Representation And Cardinality		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, Bundle of sticks		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Display the number line, mention a number and ask learners to move/hop from the number to another number through zero.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task
Tuesday	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Display the number line, mention a number and ask learners to move/hop from the number to another number through zero.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task
Wednesday	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Display the number line, mention a number and ask learners to move/hop from the number to another number through zero.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task
Thursday	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Display the number line, mention a number and ask learners to move/hop from the number to another number through zero.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task
Friday	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Display the number line, mention a number and ask learners to move/hop from the number to another number through zero.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task

Week Ending			
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page 59	
Learning Indicator(s)		B3.4.3.1.1	
Performance Indicator		Learners can explain force and demonstrate how it causes movement	
Strand		Forces And Energy	
Sub strand		Forces And Movements	
Teaching/ Learning Resources		Balls, boxes, tables, chairs, plants, balloons, bottle, bottle opener	
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well.</p> <p>Engage learners to sing songs and recite rhymes that they are familiar with</p>	<p>Provide different scenarios to let learners know that forces cause objects to move or stop, e.g. kicking a ball, pushing a chair or pulling a rope etc.</p> <p>Learners are engaged to do the following activities: scrambling of paper and metal foils, pushing objects in the classroom, squeezing empty plastic bottles etc.</p> <p>Learners talk about the activities they performed.</p> <p>Emphasize the effects of forces on objects, e.g. changing shape, making it move, changing the direction of movement and reducing the speed of a moving object.</p>	<p>What have we learnt today?</p> <p>How forces causes movement.</p> <p>Have learners to summarize the lesson using the “3-2-” strategy. That is say 3 things they remember in the lesson.</p> <p>Write 2 questions for a partner or class</p> <p>And 1 interesting fact in the lesson</p>
	<p>Have learners solve riddles about the previous lesson.</p> <p>i. I cause objects to move. What am I?</p> <p>ii. You need me to push a car. What am I?</p> <p>iii. I can change the shape of objects when applied to it. Who am I?</p>	<p>Engage learners to identify and use specific simple machine for removing bottle tops, cutting a piece of cloth, removing a nail stuck in wood and removing screw from a piece of wood</p> <p>Individually or in groups, learners draw their favorite simple machines and color them.</p> <p>Learners create simple machines from cardboards</p> <p>Ask learners the machines they will use to do the following activities: weeding, sweeping, digging, tightening a bolt and knot, and explain why</p>	<p>Divide the class into 2 teams. One player serves a question about the lesson and chose a player in the other team to answer.</p>
	Engage learners to sing songs and recite rhymes that they are familiar with.	Ask learners the following questions: <i>What is force?</i> <i>How is force described?</i>	Ask learners questions to review their understanding of the lesson.

	<p>Review learners understanding in the previous lesson through questions and answers</p>	<p><i>What forces do you observe in everyday life?</i></p> <p>Learners are engaged in simple demonstrations on how forces cause movement.</p> <p>(1) Rubbing pens in the hair and using it to pick pieces of paper.</p> <p>(2) Using a magnet to attract iron nails or pins.</p> <p>(3) Throwing stones into water in a bucket will cause the water to shake.</p> <p>(4) Push a toy car down on the floor.</p>	<p>Have learners to say 5 words to express their thoughts of the lesson</p>
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Week Ending			
Class		Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		OWOP curriculum Page 53	
Learning Indicator(s)		B3.4.3.1. 1.	
Performance Indicator		Learners can explain ways of conserving energy	
Strand		Our Nation Ghana	
Sub strand		Responsible Use Of Resources	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners to listen to some ghanaiian patriotic songs.</p> <p>Example: Asem Yi Dika.</p> <p>Have learners sing parts of the song.</p>	<p>Guide learners, through questions and answers, to explain energy conservation e.g. the prevention of the wasteful usage of energy.</p> <p>Guide learners, through think-pair-share, to talk about strategies for energy conservation, e.g. • <i>using solar or wind energy instead of petroleum,</i> • <i>making efforts to reduce the consumption of energy (e.g. turning off lights when leaving the room and</i> • <i>recycling plastics or paper, using more natural light from the sun).</i></p>	<p>What have we learnt today?</p> <p>Ways of conserving energy.</p> <p>Have learners write a summary report of the lesson to a classmate who was absent.</p>
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Describe conserving energy in their homes or in the community, using small group drama.</p> <p>Learners talk about ways of conserving energy, e.g. turning off the light, television, iron and fan after use.</p> <p>Learners sing and recite rhymes on how energy can be conserved in the community.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Review learners understanding in the previous lesson using questions and answers.</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners role play how energy can be conserved in the community.</p> <p>Learners reflect on what they can do to serve as ambassadors for energy efficiency and energy conservation in their homes and communities</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners to say 5 words to express their thoughts of the lesson</p>

Week Ending			
Class	Three		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 21		
Learning Indicator(s)	B3.4.1.1.1:		
Performance Indicator	Discuss God's promises to humankind		
Strand	The Family and the Community		
Sub strand	Roles And Relationships		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners to sing some religious songs they are familiar with.</p> <p>Invite learners to read the chapters 3&4 of Exodus in the Bible.</p> <p>Ask learners to talk about the scriptures that have been read.</p>	<p>Lead learners to identify the promises God made to humankind: the call of Moses (Musa), etc.</p> <p><u>The call of Moses</u> Moses was born in Egypt by Mother Miriam. He was trained and brought up in a palace by one of King Pharaoh's wife. On Mount Horeb, God appeared to Moses as a burning bush, revealed to Moses his name Yahweh and commanded him to return to Egypt and bring his chosen people (Israel) out of bondage and into the promise d land, Canaan.</p> <p>In groups, let learners discuss the call of Moses (Musa).</p> <p>Let learners present their work to class for discussion.</p> <p>Let learners role-play the call of Moses (Musa).</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p>

Week Ending			
Class	Three		
Subject	HISTORY		
Reference	History curriculum Page 18		
Learning Indicator(s)	B3.2.5.1.1		
Performance Indicator	Describe Ghanaian entrepreneurs who have made significant contributions		
Strand	My Country Ghana		
Sub strand	Some Selected Individuals		
Teaching/ Learning Resources	Pictures of some outstanding entrepreneurs in Ghana		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to sing songs and play games to get them ready for lesson</p>	<p>Name Ghanaian entrepreneurs of note e.g. Winifred Tete-Ansah.</p> <p>Retell the live stories of any of these entrepreneurs from a documentary show.</p> <p><u>WINIFRED TETE ANSAH</u> Winifred Tete Ansah was an innovative businessman in Nigeria and the gold coast. He set up a cooperative so that gold coast cocoa growers could ,market their own products outside the imperial system. Then he established a bank to finance African-owned businesses such as trade in mahogany, palm oil, and other local commodities.</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p> <p>Give learners home task to match names of key individuals along with their quotes.</p>
	<p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners to Identify some of his contributions to nation development</p> <p>Let learners talk about how his work inspires them and give reasons.</p> <p>Learners to talk about their future aspirations and career options.</p> <p>Give guidance as to how to achieve those aspirations.</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson</p>

Week Ending	
Class	Three
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B3 2.1.1.3
Performance Indicator	Study and talk about performing artworks produced or performed in other African communities that reflect the natural and manmade environments in those areas in Africa
Strand	Performing Arts
Sub strand	Thinking and Exploring Ideas
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community

Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy

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

Week Ending			
Class	Three		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 96		
Learning Indicator(s)	B3.1.10.1.1-3		
Performance Indicator	Learners can understand instructions and Give directions accurately..		
Strand	Oral Language (Listening and Speaking)		
Sub strand	Giving & Following Instructions		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Put learners into groups</p> <p>Write a list of items on the chalkboard by wrongly spelling them and allow students to self-correct them.</p> <p>Invite one person from each group to write their answers on the board</p>	<p>Let learners say the letters of the alphabet.</p> <p>Instruct some learners to issue an instruction for the rest to carry out the instruction.</p> <p>Let learners discuss and understand instructions and carry them out.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to play the crossword game</p> <p>Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available</p>	<p>Let learners say the letters of the alphabet.</p> <p>Direct some learners to a given place in the school.</p> <p>Let learners discuss directions, understand and follow directions.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Have learners to write letter patterns in the air.</p> <p>Engage learners to sing songs and dance to it</p>	<p>Direct some learners to a given place in the school.</p> <p>Help learners to give directions accurately to that place.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	Three		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 34		
Learning Indicator(s)	B3.1.10.1.13:		
Performance Indicator	Hand-dribble a ball continuously while moving around obstacles.		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners will develop personal skills and core competencies such as agility, concentration, coordination strength and balance			
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Take learners through general and specific warm ups. Have learners to watch pictures and videos of the skill to be learnt.	After warm-ups learners move from stationary position with balls, bounce and continue bouncing while moving through obstacles from one point to other. Supervise and give corrective feedback. End lesson with cool down.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt