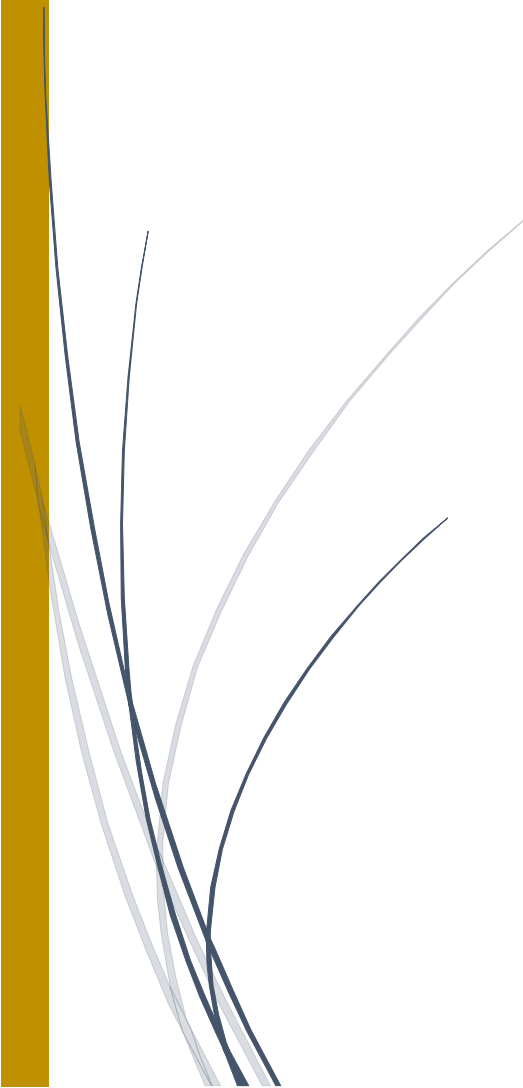


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SAMPLE LESSON NOTES-WEEK 3
BASIC THREE

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

Fayol Inc.
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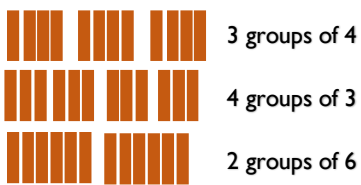
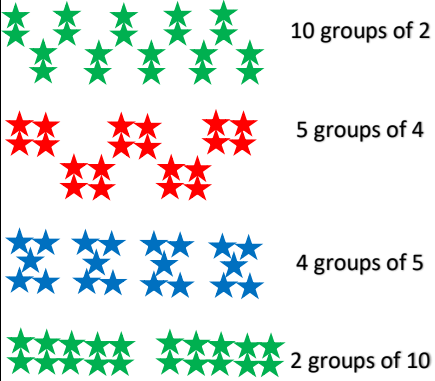
SCHEME OF LEARNING- WEEK 3











BASIC THREE


Name of School.....



Week Ending			
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.7.1.2. B3.2.7.2.1. B3.4.10.1.2. B3.5.7.1.1. B3.6.1.1.1	
Performance Indicator		<p>A. Learners can recognize and relate the sequence of events in stories.</p> <p>B. Learners can demonstrate understanding of the purpose and features of poems or rhymes and fables.</p> <p>C. Learners can engage and orient the reader by establishing a context and introducing a narrative.</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>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>A. ORAL LANGUAGE (Listening Comprehension)</p> <p>Read a narrative text aloud to learners.</p> <p>Put learners in groups to identify and talk about the parts of the story (e.g. beginning, middle and end).</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Let learners read and spell the keywords written on the board</p>
Tuesday	<p>Engage learners to recite a few rhymes with actions</p> <p><u>GOOSEY GOOSEY GANDER</u> Goosey goosey gander Where shall I wander Upstairs and downstairs And in my lady's chamber There I met an old man Who would not say his prayers I took him by the left leg And threw him down the stairs.</p>	<p>B. READING (Comprehension)</p> <p>Introduce the lesson with before reading activities, singing, reciting, prediction, etc.</p> <p>Have learners read a text and identify its purpose and features. Guide them with questions to do this.</p> <p>Let learners transfer the same ideas to other types of texts.</p> <p>Use think-pair-share to have learners compare ideas.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Let learners read and spell the keywords written on the board</p>
Wednesday	<p>Engage learners to recite a few rhymes with actions</p> <p><u>LITTLE TEA POT</u> I am a little tea pot</p>	<p>C. WRITING (Narrative Writing)</p> <p>Narrate a story stressing the setting and the characters for learners to listen.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p>

	<p>Standing on the table This is my handle and this is my spout If you want a cup of tea, just pour me out ^{x2}</p>	<p>Let learners re-tell the story. They may do so in a chain, Let learners create and write their own stories.</p>	<p>Let learners read and spell the keywords written on the board</p>
Thursday	<p>Engage learners to recite a few rhymes with actions</p> <p><u>POSI, POSI, POSITION</u> Posi, posi, position To the right position <i>responds</i>: posi- posi, position To the left position <i>Responds</i>: posi- posi, position To the front position posi- posi, posi, position To the back posi –posi, posi, position All the four posi- posi, posi, position (4x)</p>	<p><u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u> (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>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Let learners read and spell the keywords written 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><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>

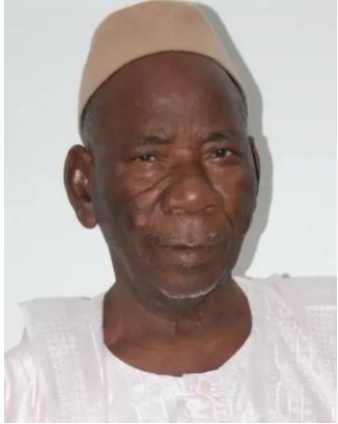
Week Ending			
Class	Three		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 53		
Learning Indicator(s)	B3.1.2.5.1		
Performance Indicator	Learners can represent and explain multiplication using equal groupings.		
Strand	Number		
Sub strand	Number Operations		
Teaching/ Learning Resources	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	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Guide Learners to make formation of sets of equal object from a given quantity. For example with 12 straws</p> <p>Learners make groupings such as:</p>  <p>Assessment: Have learners to solve several examples.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task</p>
Tuesday	<p>Engage learners to sing the song <u>WE SHALL HAMMER</u></p> <ul style="list-style-type: none"> •We shall hammer with one hammer (learners to show one hand), hammer with one hammer, hammer with one hammer we all do the same. •We shall hammer with two hammers, hammer with two hammers, and hammer with two hammers we all do the same. (continue to any desired number) 	<p>Guide Learners to make formation of sets of equal object from a given quantity. For example with 20 stars</p> <p>Learners make groupings such as:</p>  <p>Assessment: Have learners to solve several examples.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task</p>
Wednesday	<p>Engage learners to play the “I have.....Who has” game.</p>	<p>Guide Learners to make formation of sets of equal object from a given quantity. For example with 12 straws</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p>

	<p>Give out number cards (from 1-20) to learners at random.</p> <p>Learners are to identify numbers based on tally marks, frames, dice, fingers etc.</p> <p>The first child shouts and mention the number on his card and ask for another number. Example, I have 5....Who has 9?</p>	<p>Learners make groupings such as:</p>  3 groups of 4  4 groups of 3  2 groups of 6 <p>Assessment: Have learners to solve several examples.</p>	<p>Give learners individual or home task</p>
<p>Thursday</p>	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>Guide Learners to make formation of sets of equal object from a given quantity. For example with 20 stars</p> <p>Learners make groupings such as:</p>  10 groups of 2  5 groups of 4  4 groups of 5  2 groups of 10 <p>Assessment: Have learners to solve several examples.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task</p>
<p>Friday</p>	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class three We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class three can count very well.</p>	<p>Guide Learners to make formation of sets of equal object from a given quantity. For example with 12 straws</p> <p>Learners make groupings such as:</p>  3 groups of 4  4 groups of 3  2 groups of 6 <p>Assessment: Have learners to solve several examples.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task</p>

Week Ending			
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page 59	
Learning Indicator(s)		B3.4.3.2.1.	
Performance Indicator		Learners can demonstrate how to maintain and care for simple machines	
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>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>Assemble simple machines commonly used in the community such as a pair of scissors, knife, bottle opener, tin cutter, and hammer.</p>  <p>Have Learners to identify the simple machines provided and talk about their uses.</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>Engage learners to mention how simple machines are maintained and stored in their homes.</p> <p><i>-Add and test lubricants frequently</i> <i>-check for signs of wear</i> <i>-always keep machines clean and dry</i> <i>-have a maintenance and repair schedule, and keep good records</i></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>
	<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>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>	<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	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 54		
Learning Indicator(s)	B3.4.4.1. 1.		
Performance Indicator	Learners can Identify Ghanaian agricultural products		
Strand	Our Nation Ghana		
Sub strand	Farming In Ghana		
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>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 talk about agricultural products in Ghana and the need to eat our local foods e.g. Ghana chocolate</p>  <p>Learners watch videos and pictures of how Ghanaian chocolate is processed agricultural products.</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>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 agricultural products in Ghana and the need to eat our local foods e.g. yam, cocoyam, poultry, rice</p>  <p>Learners watch videos and pictures of Ghanaian agricultural products.</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>
	<p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners talk about reasons why they should appreciate and use Ghanaian agricultural products, e.g. to create employment, revenue for government etc.</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)	B3.4.1.1.2		
Performance Indicator	Identify the benefits of responding to God's call.		
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>Call 2 learners to share a story with the whole class.</p> <p>Sing songs to begin the lesson</p>	<p>Discuss with learners the ways we respond to God's call: - Prayer, - service to humankind, - caring for the environment, - helping the needy (charity), etc.</p> <p>In groups, let learners mention the benefits of responding to God's call: -blessings from God, -drawing closer to God, - long life, - prosperity, - eternal life, etc.</p> <p>Guide learners to discuss the benefits of responding to God's call.</p> <p>Let learners in their groups, write four benefits of responding to God's call and present their works for class discussion.</p>	<p>Use questions and answers to review learners understanding of the lesson</p> <p>Call learners in to summarize the lesson</p>

Week Ending			
Class	Three		
Subject	HISTORY		
Reference	History curriculum Page 18		
Learning Indicator(s)	B3.2.5.1.1		
Performance Indicator	Learners can 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. Alhaji Adam Iddrisu</p> <p>Retell the live stories of any of these entrepreneurs from a documentary show.</p> <p><u>Alhaji Adam Iddrisu</u> In the early 1950's, Alhaji Adam secured his first contract as a sawn timber supplier to GNTC. He also acquired contracts to cart goods for A.G. Leventies, cocoa for Ghana Cocoa Marketing Board and fertilizer for the ministry of agriculture. In 1996, he set up the A.A Iddrisu Transport which later became Global Haulage Ltd. As of 2014, Global Haulage operated a total of 388 trucks for various haulage roles. These are made of 271 Articulators and 111 cargo trucks.</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 1.2.2.3 B3 1.2.3.3
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
Strand	Visual Arts
Sub strand	Planning, Making and Composing
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>Learners to sing songs and play games to get them ready for the lesson</p> <p>Show pictures of visual artworks to learners for them to observe and talk about them</p>	<p>Learners are to explore the local environment to select available materials and tools that are good for making artworks.</p> <p>Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make clay pot.</p> <p>Demonstrate and guide learners to make a simple clay pot</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>
	<p>Learners to sing songs and play games to get them ready for the lesson</p> 	<p>Allow learners to practice in groups following the steps provided</p> <p>Sort out your materials an tools needed to make the pot. e.g. clay, rollers, scrappers, modeling tools, piercing tool, trimming tool etc.</p> <p>Ensure that learners use the right methods. e.g. pinching, coiling and the slab method.</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>

Week Ending			
Class	Three		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 97		
Learning Indicator(s)	B3.1.11.1.1-3		
Performance Indicator	Learners can say the time by the hour, half hour and say the days of the week and names associated with the days.		
Strand	Oral Language (Listening and Speaking)		
Sub strand	Presentation		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to spell some words, at least 5 in their workbooks. Make sure the words are level-appropriate words. Learners to exchange the work among themselves and mark. Provide feedback where necessary	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. Help learners to tell time by the hour and half hour. E.g. The time is 9 o'clock. The time is 9:30	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches.	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	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches.	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 recognize names associated with the days of the week. E.g. Monday, Tuesday, etc.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending			
Class	Three		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 34		
Learning Indicator(s)	B3.1.1.1.14:		
Performance Indicator	Foot-dribble a ball continuously while traveling and changing direction		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative 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 1: 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.	Arrange cones or skittles. Learners dribble a ball in a forward direction using the inside of the foot. Learners practice. Observe and give them corrective feedback. Organize a football game. End lesson with cool down.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt