



SAMPLE LESSON NOTES-WEEK 4
BASIC THREE

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SCHEME OF LEARNING- WEEK 4

BASIC THREE

Name of School.....

Week Ending			
Class	Three		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	B3.1.4.1.1. B3.2.4.1.1. B3.4.5.1.1. B3.5.2.1.1. B3.6.1.1.1.1		
Performance Indicator	<p>A. Learners can respond to and ask questions based on stories heard</p> <p>B. Learners can use diphthongs to build words</p> <p>C. Learners can write simple sentences to express personal opinions about favorite characters in texts</p> <p>D. Learners can use full stops in initials and abbreviations</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>Ask learners to draw a conversation strip with your friend featuring yourself as the main character.</p> <p>Include speech bubbles and/or captions.</p> <p>The conversation should center on what you did after school.</p>	<p>A. <u>ORAL LANGUAGE</u> (story telling)</p> <p>Select a suitable story to tell or read to the class. e.g. Ananse and the family.</p> <p>Let learners tell their favorite parts of the story.</p> <p>Have learners respond to the story by asking and answering relevant questions to enhance comprehension.</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>Ask learners to draw two smileys to express how they feel that moment.</p> <p>Have learners to present their smileys to whole class for discussion.</p> 	<p>B. <u>READING</u> (Diphthongs Pg.83)</p> <p>Revise digraphs and have learners identify them in words.</p> <p>Introduce diphthongs in context. e.g. ou-out, loud, cloud</p> <p>Through think-pair-share, let learners generate diphthongs and build words with them.</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>
Wednesday	<p>Have learners to write a list of 10 things they would buy if they won a million cedis.</p>	<p>C. <u>WRITING</u> (Writing sentences Pg.)</p> <p>Put learners in groups to discuss characters in a story read.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>

	Let learners present their list to the whole class for discussion.	Have learners write simple sentences to express personal opinions on favorite characters. Let learners exchange their books and do peer editing by checking for: <i>i. correct spelling of words,</i> <i>ii. correct writing of capitals,</i> <i>iii. correct writing of small letters,</i> <i>iv. correct spacing of letters and words</i>	Have learners to read and spell some of the keywords in the lesson
Thursday	Ask learners to write a list of 10 things they would do if they could fly. Let learners present their list to the whole class for discussion.	<u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Punctuation) Provide a short passage of about four sentences. Pair learners place a full stop at the end of each sentence. Introduce full stops in initials and abbreviations. e.g. Mr. Badu - Mister Badu, A. O. Boateng – Adom Opoku Boateng Provide opportunities for learners to practice using full stops in initials of their names, and abbreviations.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Friday	Have a variety of age/level-appropriate books for learners to make a choice from. Guide learners to select books for readings	<u>E. EXTENSIVE READING</u> Using the Author's chair, introduce the reading/library time. Introduce narratives, expository, procedural texts to learners.	Let learners summarize the books they read to the whole class Learners draw parts of the stories they read.

Week Ending			
Class	Three		
Subject	Mathematics		
Reference	Mathematics curriculum		
Learning Indicator(s)	B3.1.2.1.1 B3.1.2.2.1		
Performance Indicator	Use standard strategy or procedure to do addition or subtraction within 1000 Use the concept of "equal to" and "not equal to"		
Strand	Number		
Sub strand	Number Operations		
Teaching/ Learning Resources	Counters, bundle of sticks, loose straws		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
Monday	Send learners out of the class for a small exercise. Divide class into groups to play a type of football called "small poles" Ask learners to count each pole with their feet span four times. Introduce the lesson on the field by alerting learners how the poles were measured.	Have learners use their feet, strides, arms, hand-span and referent materials such as sticks or threads to find how long a table, window and door frames etc., by counting the number of times their feet, hand-span and referent materials is able to do this Assessment: Have learners to demonstrate how long objects in the class are, by using their feet and hand-span	What have we learnt today? Using hand, feet span and other referent materials in measuring. Let learners' measure objects in the class by using their hand, feet span and other referent materials
Tuesday	Bring measuring bowls, cups, buckets etc. to class. Call students to fill each item with water. Learners record the volume of each item. Learners talk about the difference in volumes of the various items	Have learners use empty container such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much (the number of times) the bottles, cups etc. is able to do this Assessment: call out learners in groups to use empty containers such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much	What have we learnt today? Determining the capacities of bigger containers by using smaller containers. Review lesson with learners.
Wednesday	Write a number on the board and have learners to call out two or three addends that might give the answer on the board e.g. $25=10+10+5$	Explain the purpose of a symbol like a square or an underline in a given addition or subtraction mathematics sentences with one unknown. Example: $227 + \square = 609$	Review lesson with learners by giving them home task to write in their workbooks

	<p>or $25=20+5$ and hence introduce the lesson</p>	<p>Create an addition or subtraction question with an unknown for a classmate to solve, and using either (\square) or ($\underline{\quad}$) to represent the unknown</p> <p>Assessment: Engage learners to solve several examples</p>	
Thursday	<p>Write a number on the board. Display number cards in front of the class.</p> <p>call out learners to pick two cards that adds up to the number on the board</p>	<p>Solve an addition or subtraction question with one unknown, using a variety of strategies and explaining the strategy used.</p> <p>Use the methods of decomposition to find the sums and difference of numbers within 1000</p> <p>Assessment: have learners to decompose numbers up to 1000 into 100s, 10s, and 1s expressions (e.g.: $5000 = 1000 + 1000 + 1000 + 1000 + 1000$ or $4036 = 4000 + 30 + 6$; etc.)</p>	<p>Review lesson with learners by giving them home task to write in their workbooks</p>

Week Ending			
Class	Three		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B3.1.2.1.2		
Performance Indicator	Demonstrate understanding that an object is made of one or more materials		
Strand	Diversity Of Matter		
Sub strand	Materials		
Teaching/ Learning Resources	Metals, woods plastics soil stones paper pencil crayons balloons		
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)
	Engage learners in the 'mystery box game' Teacher brings a bag into the classroom that contains an object (phone, pencil, clothes etc.). It is then passed around and learners try to determine what is in the bag just by feeling it. The student who guess right wins, and hence introduce the lesson.	Display objects such as computer, football, clothes, mobile phone, pencils etc. Provide materials such as glass, plastics, wood, metals etc. Assist learners to identify that an object such as computer is made up of materials such as plastics, glass and metals Assessment: in groups learners tell class the compositions of materials such as pencil, computer etc.	What we have learnt today? Compositions of materials. Have leaners to summarize the important points of the lesson.
	Revise the previous lesson with learners Have learners write on a sheet of paper the following The composition of; a. Computer b. pencil	Show a video to learners on how things are made. Have learners talk about the part of video that interest them Discuss the compositions of items with learners. Assessment: Engage learners to give examples of objects and the materials used to make them	What we have learnt today? Compositions of materials. Have leaners to summarize the important points of the lesson.
	Show a video to learners on how things are made. Have learners talk about the part of video that interest them.	Do more activities with learners to build the concepts of objects and materials Assessment: have learners to make objects using local materials in their community. Learners present their work to class and tell the composition	What we have learnt today? Compositions of materials. Have leaners to summarize the important points of the lesson.

Week Ending			
Class	Three		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 41		
Learning Indicator(s)	B3.1.2.1.1.		
Performance Indicator	Explain ways of promoting personal hygiene and safety as a responsible citizen		
Strand	All About Us		
Sub strand	My Self		
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)
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles. Discuss what is trending and invite learners to share their opinions on them	Learners talk about things they need to promote personal hygiene: water, soap, tooth brush and tooth paste, nail cutter, etc. Learners talk about things they do to show personal hygiene, through think-pair-share, e.g. bathing twice a day, brushing of the teeth, at least twice daily, washing of clothes regularly, washing of hands regularly, etc.	Ask learners questions to review their understanding of the lesson. 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.
	Flash letter cards to learners for them to pronounce some key words in the lesson. Ask pupils to spell and write the words in the books	Learners draw items used in keeping our bodies clean. Learners sing and tell stories about the importance of keeping personal hygiene	Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson

Week Ending			
Class	Three		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 15		
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 15		
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. Akans</p> <p>Let learners identify some of the characteristics of the Akan ethnic group.</p> <p>Use a map to trace the routes of the Akan ethnic groups.</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 Akan ethnic group.</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	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B3 2.2.2.1 B3 2.2.3.1		
Performance Indicator	Plan and create own artworks that represent performing artworks produced or performed in other communities in Africa		
Strand	Performing Arts		
Sub strand	Planning, Making and Composing (Performing Arts)		
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>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>Learners are to organize and develop concepts from memory to come out with own creative ideas to compose own music, dance and drama based on knowledge and understanding of the:</p> <p>Talk about the history and culture of people from other parts of Africa;</p> <p>Experiment with compositions produced/performed in other parts of Africa (Dances: Indlamu of South Africa, Moribayasa of Guinea, Eskista of Ethiopia, Atilogwu of Nigeria, Aduma of Kenya; Music: Afrobeat of Nigeria, Highlife of Ghana)</p> <p>Use available instruments, resources and techniques to create own music, dance and drama based on the history and culture of the people from Africa (e.g. their occupation, customs, staple foods, traditions, festivals);</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>

Week Ending			
Class	Three		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 91		
Learning Indicator(s)	B3.1.4.1.1-3		
Performance Indicator	Dramatize and discuss issues and morals in a story.		
Strand	Oral Language		
Sub strand	Story telling		
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 in the 'wipe out game' Write 4-5 sounds on the board. With the whole class, say the sounds (with the action). Ask the learners to close their eyes and teacher wipes out one sounds. Learners open their eyes and must say which is gone.	Revise occupational songs with learners. Tell/show an interesting story. Discuss the story with learners. Help learners to mention some of the key words in the story.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn
	Flash letter cards for learners to make its sound. Have learners to sing songs of the alphabets.	Let learners sing a song they know. Tell/show an interesting story. Discuss the setting of the story with learners. Help learners to mention issues and morals in the stories.	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson
	Engage learners in the 'BINGO' game Ask children to choose any 4 letters and write them in their books or on the floor. The teacher says a simple word and if children have the sound at the beginning of that word they cross it out. The first child to cross out all 4 of their letters shouts BINGO!! and is the winner.	Let learners demonstrate an occasional greeting in pairs. Lead learners to sing a popular traditional song. Tell/play an interesting story. Discuss the story with learners. Assign roles to learners. Direct learners to dramatize the story.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn

Week Ending			
Class	Three		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B3.1.3.1.4:		
Performance Indicator	Roll a ball from stationary forward and back, using sticks.		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative Skills		
Teaching/ Learning Resources	Ball, videos and pictures		
Core Competencies: Learners develop personal skills such as flexibility, muscular strength, agility,			
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 5 minutes jogging to warm the body up	After warm-ups learners roll ball with sticks from stationary to a demarcated point and back to the starting point. Supervise their practice and give them feedback.	Learners to practice individually and in groups. Help those who finds it difficult in rolling the ball Assessment: Organize mini game for learners for fun and enjoyment. Take learners through cool down to end the lesson