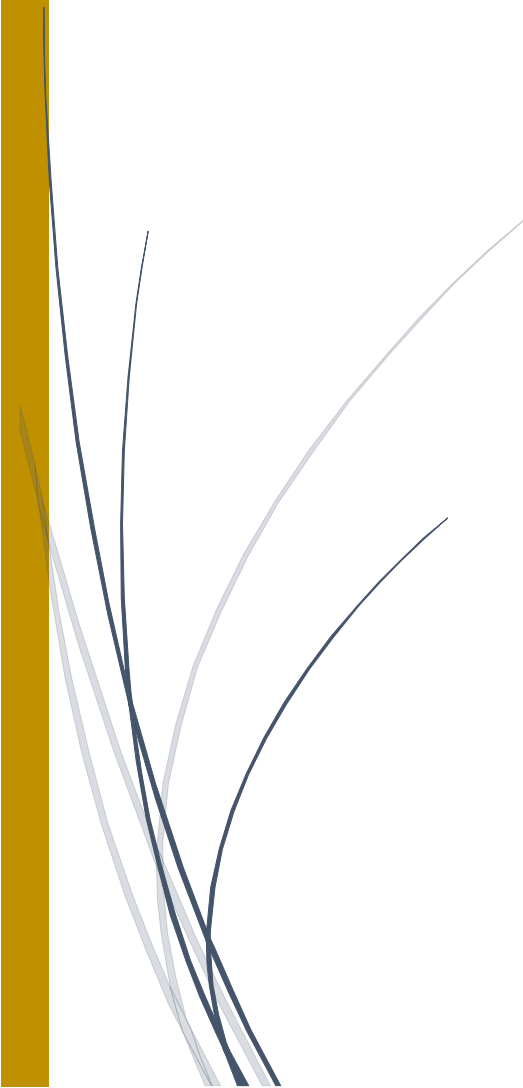


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**SAMPLE LESSON NOTES-WEEK 6**  
BASIC THREE

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Fayol Inc.  
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## SCHEME OF LEARNING- WEEK 6

### BASIC THREE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B3.1.8.1.2. B3.2.7.2.3. B3.4.12.1.1. B3.5.9.1.1. B1.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can use appropriate pronunciation and intonation in asking and answering the inversion questions</p> <p>B. Learners can use visualization strategy (form mental images when reading text) to enhance understanding of level-appropriate texts</p> <p>C. Learners can describe places in a coherent paragraph</p> <p>D. Learners can identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences</p> <p>E. Learners can read a variety of age and level-appropriate books and summarize them</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards and a class library	
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p>	<p><b>A. ORAL LANGUAGE</b> (Asking and Answering Questions)</p> <p>Let learners, in pairs, ask and answer questions on given issues.</p> <p>Revise inversion questions with learners. e. g. He is going.—Is he going?</p> <p>Guide learners to use appropriate pronunciation and intonation in asking and answering the inversion type of questions.</p> <p>Let learners write answers to inversion type of questions on their own</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>
Tuesday	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson</p>	<p><b>B. READING</b> (Comprehension)</p> <p>Have learners play simple mental or guessing games like Bingo and matching games.</p> <p>Guide learners to form mental images as they read a text, to help them make meaning from the text</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 describe the picture in three sentence.</p>	<p><b>C. WRITING</b> (Descriptive Writing)</p> <p>Have learners recall periods, times or moments that they had been happy or sad.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>



Discuss personal experiences with learners.

Guide them to state categorically some personal experiences they have encountered in their lives.

Have learners share their experiences using simple descriptive words.

Discuss lessons learnt from the experiences shared.

Have learners write experiences shared logically and sequentially.  
e.g. about interesting places they have visited

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.

**D. WRITING CONVENTIONS & GRAMMAR USAGE**

*(Using Simple and Compound Sentences)*

Demonstrate the structure of a compound sentence by joining simple sentences with **and**.

Simple Sentence	Conjunction	Compound Sentence
The boy woke up	and	The boy woke up and prayed
The boy prayed		

Have learners identify the coordinating conjunction in the sentence.

Put learners in groups to form simple sentences.

Have groups join the simple sentences with **and** and **but**.

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

**E. EXTENSIVE READING**

Using the Author's chair, introduce the reading/library time.

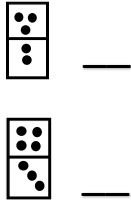
Introduce narratives, expository, procedural texts to learners.



Let learners summarize the books they read to the whole class

Learners draw parts of the stories they read.

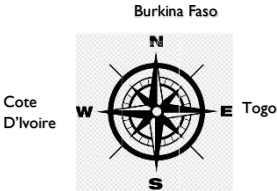

<b>Week Ending</b>	
<b>Class</b>	Three
<b>Subject</b>	<b>MATHEMATICS</b>
<b>Reference</b>	Mathematics curriculum Page 55
<b>Learning Indicator(s)</b>	B3.1.2.6.3
<b>Performance Indicator</b>	Learners can use concrete and pictorial representation to explain division as inverse of multiplication
<b>Strand</b>	Number
<b>Sub strand</b>	Number Operations
<b>Teaching/ Learning Resources</b>	Counters, bundle and loose straws, Bundle of sticks
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to complete the pattern. Which shape comes next? Draw it  □ ○ □ ○ _	Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve $12 \div 3$ . Write: $12 \div 3 = \text{What?}$ Which means $3 \times \text{What?} = 12$  Learners use the multiplication chart to identify the number which multiplies 3 to obtain 12. Learners choose the number as the answer to the problem That is $12 \div 3 = 4$	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
Tuesday	Have learners to match the shapes.  ○      △ □      ○ △      □	Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve $21 \div 7$ . Write: $21 \div 7 = \text{What?}$ Which means $7 \times \text{What?} = 21$  Learners use the multiplication chart to identify the number which multiplies 7 to obtain 21. Learners choose the number as the answer to the problem That is $21 \div 7 = 3$	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
Wednesday	Engage learners to draw the circles and shade any three.  ○ ○ ○ ○ ○ ○ ○	Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve $16 \div 4$ . Write: $16 \div 4 = \text{What?}$ Which means $4 \times \text{What?} = 16$  Learners use the multiplication chart to identify the number which multiplies 4 to obtain 16. Learners	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.

		<p>choose the number as the answer to the problem That is <math>16 \div 4 = 4</math></p>	
Thursday	<p>Engage learners to count the dots and write each number beside</p> 	<p>Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve <math>18 \div 3</math>. Write: <math>18 \div 3 = \text{What?}</math> Which means <math>3 \times \text{What?} = 18</math></p> <p>Learners use the multiplication chart to identify the number which multiplies 3 to obtain 18. Learners choose the number as the answer to the problem That is <math>18 \div 3 = 6</math></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 special help.</p>
Friday	<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>Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve <math>20 \div 4</math>. Write: <math>20 \div 4 = \text{What?}</math> Which means <math>4 \times \text{What?} = 20</math></p> <p>Learners use the multiplication chart to identify the number which multiplies 4 to obtain 20. Learners choose the number as the answer to the problem That is <math>20 \div 4 = 5</math></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 special help.</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 60		
<b>Learning Indicator(s)</b>	B3.5.2.1.1		
<b>Performance Indicator</b>	Learners can know how common skin diseases can be prevented		
<b>Strand</b>	Humans And The Environment		
<b>Sub strand</b>	Diseases		
<b>Teaching/ Learning Resources</b>	Pictures and videos depicting some common skin diseases		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<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>Ask learners to pantomime or act out how they bath and talk about how regular bathing can prevent skin diseases.</p> <p>Learners watch pictures and videos on common skin diseases and their prevention.</p> 	<p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>
	<p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Learners engaged to discuss and name some common skin diseases i.e. rashes, eczema, ringworm.</p>  <p>Learners share their personal experiences or stories on getting skin infections.</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>Have learners share what is going on in their lives.</p> <p>You and your learners might talk about plans for the weekends.</p>	<p>Discuss how common skin diseases can be prevented and let learners present their answers.</p> <p>Re-shape learners' ideas, stressing that it is good to seek medical attention to stop the spread of skin diseases.</p>	<p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>

<b>Week Ending</b>	
<b>Class</b>	Three
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>
<b>Reference</b>	OWOP curriculum Page 55
<b>Learning Indicator(s)</b>	B3.5.1.1. 1.
<b>Performance Indicator</b>	Learners can describe the location of Ghana and her neighboring countries
<b>Strand</b>	My Global Community
<b>Sub strand</b>	Our Neighboring Countries
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Flash letter cards to learners for them to pronounce some key words in the lesson.</p> <p>Ask pupils to spell and write the words in the books</p>	<p>Learners locate Ghana's neighbors on a map of West Africa using the idea of the cardinal points.</p>  <p>Learners compose a song/rhyme on Ghana and her neighbors</p>	<p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>
	<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>Have learners watch Ghana's neighboring countries on a map or the globe.</p>  <p>Learners describe Ghana's neighboring countries e.g. Togo stretches from the North to the South on the eastern part, La Cote d'Ivoire stretches from the North to the South on the western part, Burkina Faso joins the northern part of Ghana.</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>Flash letter cards to learners for them to pronounce some key words in the lesson.</p> <p>Ask pupils to spell and write the words in the books</p>	<p>Learners to draw and color ghana and her immediate neighbors.</p> <p>Have learners present their drawings to the whole class for appreciation and to create a gallery.</p>	<p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>
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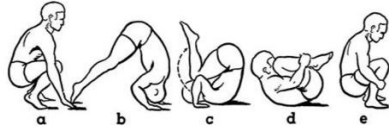
<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 22		
<b>Learning Indicator(s)</b>	B3.4.1.1.3		
<b>Performance Indicator</b>	Identify moral lessons learnt from responding to God's call.		
<b>Strand</b>	The Family and the Community		
<b>Sub strand</b>	Roles And Relationships		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Share stories about God with learners.</p> <p>Let learners tell you parts of the story that interest them most.</p> <p>Have learners to relate to the story</p>	<p>Let learners discuss moral lessons derived from responding to God's call.</p> <p>Lead learners to mention the moral lessons they learnt from responding to God's call: obedience, respect, sacrifice, commitment, reverence for God, humility, etc.</p> <p>Using the sacred scriptures, let learners dramatize moral activities such as humility, obedience, reverence, commitment, respect, honoring promises, 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 it in their pockets and learn it on their way home.</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 19		
<b>Learning Indicator(s)</b>	B3.3.1.1.1		
<b>Performance Indicator</b>	Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs		
<b>Strand</b>	Europeans in Ghana		
<b>Sub strand</b>	Arrival of Europeans		
<b>Teaching/ Learning Resources</b>	Wall charts, word cards, posters, video clip, etc.		
<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	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	Learners dramatize the meeting between the Portuguese and Kwamina Ansa.  <i>On 19 January 1482, a Portuguese fleet of ships under the command of Captain Don Diego d'Azambuja landed at Elmina (a small town on the Gold Coast, what is now Ghana). D'Azambuja immediately set up a meeting with the king of Elmina. King Kwamena Ansa, dressed in all of his finery, met with the Portuguese captain, and during this meeting d'Azambuja asked for permission to build a permanent settlement. At first, Ansa denied his request, stating that he should watch the waves of the sea. Just as they come to the shore, reach the shore, and go back, so too should he continue to come to Elmina, trade, and go back to Portugal. After persistent requests however, Ansa finally agreed and allowed the Portuguese to build a fort known today as Elmina Castle</i>  Use the KWL strategy to help learners follow the drama.	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	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

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B3 2.3.4.3 B3 2.3.5.3		
<b>Performance Indicator</b>	Learners can plan a display of own music, dance and drama to share creative experiences based on ideas that reflect topical issues in other African communities.		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.  Ask learners to talk about parts of the video or pictures that interest them.	Learners are to watch a short video that reflects topical issues in the local community;  Plan a display of own music, dance and drama to educate and inform the public on the effects of topical issues experienced in the local community.  Discuss the need for performing collection of own or others music, dance and drama.  Develop a roadmap for the event (performance): - fixing a date - selecting a venue - inviting an audience.	Ask learners to tell the whole class what they have learnt.  Learners tell what they will like to learn.
	Ask learners questions to review learners understanding in the previous lesson.	Select and agree on a theme for the performance;  Send manual or electronic invitations (e.g. letters, postcards, WhatsApp);  Select own or others compositions for the performance,  Plan the sequence of events, stage plan identifying the positions of all facilities.  Post-performance activities: cleaning, appreciation, appraisal, evaluation, reporting.	Use series of questions and answers to review learners understanding of the lesson.  Call learners in turns to summarize the lesson.

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 103		
<b>Learning Indicator(s)</b>	B3.2.8.1.1		
<b>Performance Indicator</b>	Read short passages of about six to ten sentences aloud using correct tone.		
<b>Strand</b>	Reading		
<b>Sub strand</b>	Fluency		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Split learners into 2 teams. Taking turns, learners from each team come up and chose a vocabulary word. Learners to draw something on the board while only their tries to guess the word	Let learners say the letters of the alphabet as a group and then individually.  Write a short passage of about six to ten sentences.  Read aloud the short passage of about six to ten sentences using correct tone for learners to listen.  Lead learners to read the passage  Let learners read aloud the passage as a group and then individually.  Ask questions based on the passage read for learners to answer	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	Have learners share what is going on in their lives.  You and your learners can talk about plans for the weekend.	Let learners say the letters of the alphabet as a group and then individually.  Write a short passage of about six to ten sentences.  Read aloud the short passage of about six to ten sentences using correct tone for learners to listen.  Lead learners to read the passage. Let learners read aloud the passage as a group and then individually.  Ask questions based on the passage read for learners to answer	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	Split your class into small groups of 4. Each group have to think of an acronym about what they have learned so far. The acronym can't be longer than the number of members in the group.	Let learners say the letters of the alphabet as a group and then individually.  Write a short passage of about six to ten sentences.  Read aloud the short passage of about six to ten sentences using correct tone for learners to listen.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt

	<p>Call the groups in turns to discuss what the letters in the acronym stands for</p>	<p>Lead learners to read the passage</p> <p>Let learners read aloud the passage as a group and then individually.</p> <p>Ask questions based on the passage read for learners to answer</p>	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.13.1.17:		
<b>Performance Indicator</b>	Learners can roll forward from standing position many time to a distance in a round form.		
<b>Strand</b>	Motor Skill And Movement Patterns		
<b>Sub strand</b>	Rhythmic Skills		
<b>Teaching/ Learning Resources</b>	Pictures and Videos		
<b>Core Competencies:</b> Learners will develop personal skills and core competencies such as agility, concentration, coordination strength and balance			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	In a group discussion, invite learners to talk about the previous lesson	<p>Squat in front of a spread mat/safe floor.</p> <p>Place hands on the mat/floor and tuck the chin to touch the chest.</p> <p>From this position, push with the hands and roll forward in a round form and back to the standing.</p>  <p>Allow learners to progress at their own pace and always give support.</p> <p>Learners practice the skill, observe and give them corrective feedback.</p> <p>Ensure that learners progress at their own pace.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>