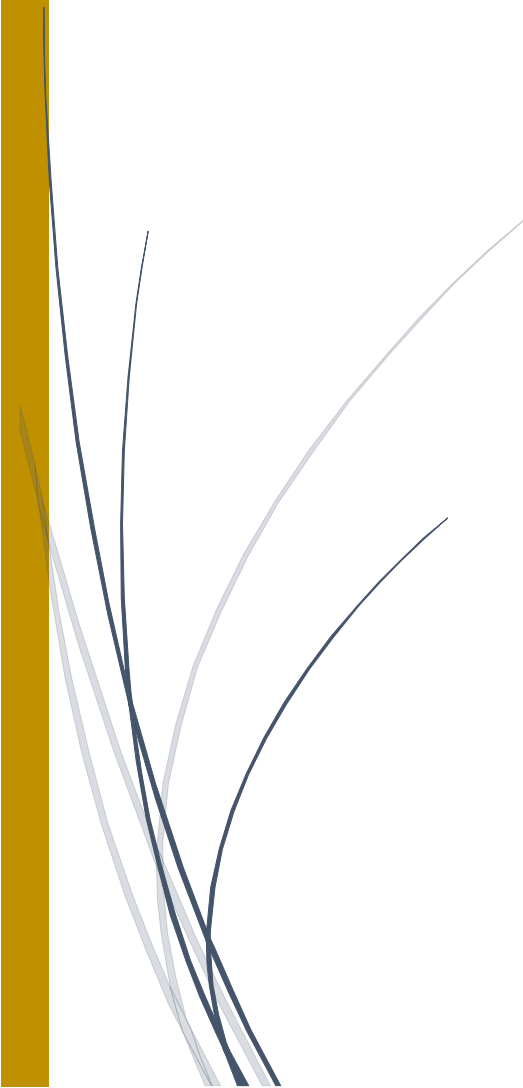


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SAMPLE LESSON NOTES-WEEK 7
BASIC THREE

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 7

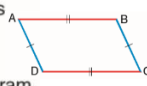
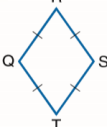
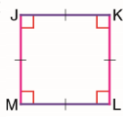


BASIC THREE

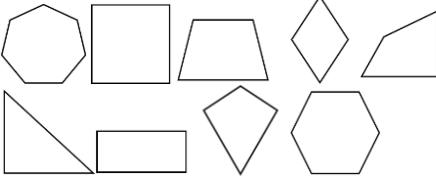
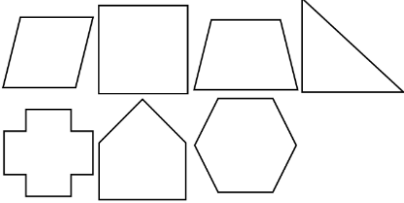
Name of School.....



Week Ending			
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.9.1.1. B3.2.7.2.4. B3.3.13.1.1. B3.5.9.1.1. B3.6.1.1.1.	
Performance Indicator		<p>A. Learners can give and respond to commands, instructions and directions</p> <p>B. Learners can read level-appropriate texts independently</p> <p>C. Learners can write a short paragraph to support an opinion or claims with clear reasons</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>	
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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>A. ORAL LANGUAGE (Asking and Answering Questions)</p> <p>Model giving instructions and ask learners to follow them:</p> <p>Pair up learners to practice giving and following instructions, e.g. giving and following instructions to clean the classroom.</p> <p>Model giving directions and ask learners to follow them:</p> <p>Show directions flash cards (go straight, turn left/right) and ensure learners understand the words.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE TOMMY TITTLEMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.</p>	<p>B. READING (Comprehension)</p> <p>Provide learners with level-appropriate texts and encourage them to read independently.</p> <p>Provide learners with pre-reading questions to enable them focus.</p> <p>Discuss with learners the pre reading questions and finding answers to 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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p>	<p>C. WRITING (Argumentative Writing)</p> <p>Choose a simple topic for an argument. e.g. Which food is better; rice or fufu?</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>



	Ask learners questions to review their understanding in the previous lesson.	Let learners choose one of the meals and give reasons why they think it is better. Put the class into two to argue on the topic.	Have learners to read and spell some of the keywords in the lesson									
Thursday	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	<p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Simple and Compound Sentences)</p> <p>Demonstrate the structure of a compound sentence by joining simple sentences with “and”.</p> <table border="1"> <thead> <tr> <th>Simple Sentence</th> <th>Conjunction</th> <th>Compound Sentence</th> </tr> </thead> <tbody> <tr> <td>The boy woke up</td> <td>and</td> <td>The boy woke up and prayed</td> </tr> <tr> <td>The boy prayed</td> <td></td> <td></td> </tr> </tbody> </table> <p>Have learners identify the coordinating conjunction in the sentence.</p> <p>Put learners in groups to form simple sentences.</p> <p>Let learners join the simple sentences with “and” and “but”.</p>	Simple Sentence	Conjunction	Compound Sentence	The boy woke up	and	The boy woke up and prayed	The boy prayed			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
Simple Sentence	Conjunction	Compound Sentence										
The boy woke up	and	The boy woke up and prayed										
The boy prayed												
Friday	Have a variety of age/level-appropriate books for learners to make a choice from. Guide learners to select books for readings	<p>E. <u>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>	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 Page
Learning Indicator(s)	B3.3.1.1.4
Performance Indicator	Learners can use attributes to recognize quadrilaterals
Strand	Geometry and Measurement
Sub strand	2D And 3D Shapes
Teaching/ Learning Resources	2D and 3D shapes and objects boldly drawn on manila cards.
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>Take learners through math mental to solve the following.</p> $15 - \square = 10$ $9 + \square = 11$ $\square + 3 = 10$ $\square - 4 = 1$ $14 - \square = 7$	<p>Guide learners to use attributes to recognize rhombuses, parallelograms as examples of quadrilaterals</p> <p>Let learners draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>A parallelogram has opposite sides that are parallel and that are the same length.</p>  <p>Quadrilateral <i>ABCD</i> is a parallelogram.</p> <p>A rhombus has opposite sides that are parallel. All four sides are the same length.</p>  <p>Quadrilateral <i>QRST</i> is a rhombus.</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>
Tuesday	<p>Take learners through math mental to solve the following.</p> $\square + 3 = 6$ $\square - 8 = 0$ $6 - \square = 2$ $2 + \square = 7$ $\square + 1 = 9$	<p>Guide learners to use attributes to recognize trapezoids, rectangles, and squares as examples of quadrilaterals.</p> <p>Learners to draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>A square has opposite sides that are parallel. All its sides are the same length. All the angles of a square are right angles.</p>  <p>Quadrilateral <i>JKLM</i> is a square.</p> <p>A trapezoid has exactly one pair of parallel sides.</p>  <p>Quadrilateral <i>WXYZ</i> is a trapezoid.</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>
Wednesday	<p>Take learners through math mental to solve the following.</p> $8 - \square = 2$ $\square + 5 = 14$ $\square - 10 = 7$ $1 + \square = 4$	<p>Guide learners to use attributes to recognize rectangles as example of quadrilaterals.</p> <p>Learners to draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>A rectangle also has opposite sides that are parallel and that are the same length. All the angles of a rectangle are right angles.</p>  <p>Quadrilateral <i>EFGH</i> is a rectangle.</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>


<p>Thursday</p>	<p>Take learners through math mental to solve the following.</p> <p>$\square - 4 = 1$</p> <p>$14 - \square = 7$</p> <p>$8 + \square = 14$</p> <p>$18 - \square = 9$</p>	<p>Guide learners to give cut-out shapes of different types of quadrilaterals and have learners examine their features.</p> <p>Learners discuss the characteristics and regroup them as rhombuses, parallelograms, trapezoids and draw these quadrilaterals</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>
<p>Friday</p>	<p>Take learners through math mental to solve the following.</p> <p>$2 + \square = 7$</p> <p>$\square + 1 = 9$</p> <p>$\square - 1 = 2$</p> <p>$\square + 6 = 11$</p>	<p>Guide learners to give cut-out shapes of different types of quadrilaterals and have learners examine their features.</p> <p>Learners discuss the characteristics and regroup them as rectangles, and squares and draw these quadrilaterals.</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>

Week Ending			
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B3.5.2.1.2	
Performance Indicator		Learners can explain the term air-borne diseases and give examples	
Strand		Humans And The Environment	
Sub strand		Diseases	
Teaching/ Learning Resources		Pictures and videos depicting some common skin diseases	
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
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)
	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.	Begin the lesson with a song, rhyme or poem on air-borne diseases, e.g. I have a little cough Sir. Learners in groups name and discuss some common air-borne diseases. e.g. cold, cough, measles, chicken pox and rashes. 	Ask learners questions to review their understanding of the lesson. 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.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Brainstorm with learners to bring out the meaning of the term 'air-borne disease'  Summarize learners' ideas and reinforce the concept of air-borne diseases.	Ask learners questions to review their understanding of the lesson. 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.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Learners in a class discussion, find out the effect of unclean and contaminated air. Learners investigate the effects of smoking cigarette on the health of a person and communicate their findings.	Ask learners questions to review their understanding of the lesson. 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.

Week Ending			
Class	Three		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B3.5.2.1.1.		
Performance Indicator	Learners can Identify the parts of the computer and how they work		
Strand	My Global Community		
Sub strand	Introduction To Computing		
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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Lead pupils in a class discussion to describe a computer.</p> <p>Have learners to draw a computer and color it.</p> 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide pupils to state the basic uses of a computer. For example; <i>i. For learning,</i> <i>ii. For playing games,</i> <i>iii. For watching movies,</i> <i>iv. For playing music</i></p> <p>Guide pupils to identify the main parts of a computer and state their functions. e.g. monitor, mouse, keyboard, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners to Identify parts of a computer and how they connect to each other. e.g. monitor</p> <p>MONITOR</p>  <p>Have learners to talk about the monitor and relate to them.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	Three		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B3.4.2.1.1:		
Performance Indicator	Learners can explain the need to live in harmony with one another.		
Strand	The Family and the Community		
Sub strand	Personal Safety In The Community		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	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.	Have learners mention ways of living in harmony with one another. Discuss the need to live in harmony with one another: to promote peace and unity, law and order, growth and development, etc. In a Think-Pair-Share session, let learners talk about attitudes and behaviors that promote harmonious living at home, school, community, 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 it in their pockets and learn it on their way home.

Week Ending			
Class	Three		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B3.3.1.1.1		
Performance Indicator	Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs.		
Strand	Europeans in Ghana		
Sub strand	Arrival of Europeans		
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	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
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson	Let learners Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people. Learners present their findings in groups to the whole class. Let learners sketch a map to show some of the european alliances.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task

Week Ending			
Class	Three		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B3.1.4.6.3 B3.1.4.7.3		
Performance Indicator	Learners to agree on guidelines for assessing and deriving meaning from own and others' visual artworks as representations of artworks produced or found in other African communities.		
Strand	Visual Arts		
Sub strand	Appreciating and Appraising		
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)
	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	Appreciating in art is the ability of people to look at a work of art and understand how the work was made. Explain to learners the guidelines and have them agree to it. ➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i> ➤ The subject matter: <i>this stage talks about the meaning of the work.</i> ➤ Appraisal: <i>this stage talks of the use of the artwork.</i> ➤ Experience to share: <i>this stage talks about the design process</i>	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board
	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. Show pictures or videos to learners on the process of producing the artwork.	Using the steps in appreciating and appraisal, guide learners to write a note on a previous artwork produced or performed in class. E.g. an artwork produced by Cheri Samba  ➤ Description of the work: <i>the artwork is a painting made with different color combination.</i> ➤ The subject matter: <i>the painting focus on women in rural communities and their daily hustles.</i> ➤ Appraisal: <i>it can be used as posters for decoration.</i> ➤ Experience to share: <i>talk about how the painting is done</i>	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board

7th Week Ending			
Class		Three	
Subject		GHANAIAN LANGUAGE	
Reference		Ghanaian Language curriculum Page 103	
Learning Indicator(s)		B3.2.8.1.1	
Performance Indicator		Learners can read short passages of about six to ten sentences aloud using correct tone.	
Strand		Writing	
Sub strand		Fluency	
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)
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	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	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	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	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them.	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	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Three		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B3.2.4.2.6: B3.2.5.2.7:		
Performance Indicator	<p>A. Learners can identify the key elements for increasing accuracy in rolling a ball and throwing a ball.</p> <p>B. Learners can explain the similar movement elements of the underhand throw and the underhand volleyball serve.</p>		
Strand	Movement Concepts, Principles And Strategies		
Sub strand	Body Management / Strategies		
Teaching/ Learning Resources	Pictures and Videos		
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>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>Learners identify elements for increasing accuracy in rolling and throwing as coordination, agility, strength, flexibility, timing, etc.</p> <p>Learners identify that the similarities between underhand throw and underhand volleyball serve movement elements are:</p> <ol style="list-style-type: none"> i. Stance ii. Flexing of knees iii. Hand swing iv. Follow through 	<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>