

A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

**SAMPLE LESSON NOTES-WEEK 8**  
BASIC THREE

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating a sense of movement and design.

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**SCHEME OF LEARNING- WEEK 8**

**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>	B3.1.9.1.1. B3.2.7.2.4. B3.3.13.1.1. B3.5.9.1.1. B3.6.1.1.1.		
<b>Performance Indicator</b>	<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>		
<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>learners sing songs and recite familiar rhymes</p> <p><u>Star Light, Star Bright</u> Star light, star bright The first star I see tonight: I wish I may, I wish I might, Have the wish I wish tonight.</p>	<p><b>A. ORAL LANGUAGE</b> (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 and ensure learners understand the words.</p> <p>Place objects at different locations of the classroom. Ask questions such as "Where is the book, pen, bag etc.?" Then show the direction flash cards to help learners locate the items.</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>Learners sing songs and recite familiar rhymes</p> <p><u>Row, Row, Row Your Boat</u> Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.</p>	<p><b>B. READING</b> (Comprehension)</p> <p>Provide learners with level-appropriate texts and encourage them to read independently.</p> <p>Let learners may be provided with pre-reading questions to enable them focus.</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>Learners sing songs and recite familiar rhymes</p>	<p><b>C. WRITING</b> (Argumentative Writing)</p>	<p>Give learners task to complete while you go round</p>

	<p><b><u>ONCE I CAUGHT A FISH ALIVE</u></b>          One, two, three, four, five          Once I caught a fish alive          Six, seven, eight, nine, ten          Then I let it go again          Why did you let it go?          Because it bit my finger so          Which finger did it bite?          This little finger on my right</p>	<p>Choose a simple topic for an argument.          e.g. Which profession is better; Doctor or Teacher? (It could be any food, depending on learners' background.)</p> <p>Let learners choose one of the meals and give reasons why they think it is better.</p> <p>Put the class into two to argue on the topic.</p>	<p>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>									
Thursday	<p>Have learners recite familiar rhymes.</p> <p><b><u>I LOVE LITTLE PUSSY</u></b>          I love little pussy,          Her coat is so warm,          And if I don't hurt her,          She'll do me no harm,          So I'll not pull her tail,          Nor drive her away,          But pussy and I,          Very gently will play.</p>	<p><b><u>D. WRITING CONVENTIONS &amp; GRAMMAR USAGE</u></b>  <i>(Using Simple and Compound Sentences)</i></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			<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>
Simple Sentence	Conjunction	Compound Sentence										
The boy woke up	and	The boy woke up and prayed										
The boy prayed												
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><b><u>E. EXTENSIVE READING</u></b></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>									

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>MATHEMATICS</b>		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.3.3.1		
<b>Performance Indicator</b>	Learners can use arbitrary units to measure time taken to complete simple events.		
<b>Strand</b>	Geometry and Measurement		
<b>Sub strand</b>	Measurement		
<b>Teaching/ Learning Resources</b>	Ruler, rope, meter rule		
<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	<p>Mix up playing cards. Put learners into groups of two</p> <p>Shuffle and place the cards face down on the table. Player one flips over the top two cards. Player two then have to add up the numbers</p>	<p>Let learners identify personal referents for minutes or hours.</p> <p>Engage learners in activities to find out the time taken to do them. e.g. play the game of filling bottles with water. Invite three learners to fill bottles with water. The first to finish wins.</p> <p>Learners record their own time to identify referents for minutes or hours. e.g. it took me exactly 2 minutes to fill up that bottle.</p> <p>Assessment: Engage learners in other activities to identify personal referents for minutes or hours e.g. 10 minutes is about the time it takes to walk from my house to school.</p> <p>3 hours is about the time it takes to clear a plot of land etc.</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>Let learners close their eyes. While their eyes are closed, erase one or more numbers.</p> <p>Learners again open their eyes to find the missing numbers.</p> <p>Let learners justify their answers.</p>	<p>Brainstorm learners to identify activities that can or cannot be accomplished in minutes, hours, days, months and years.</p> <p>Write out each point on the board for further discussion. e.g. cooking Rice can take up to 10 minutes to finish. We can't build a Storey building in a day.</p> <p>Assessment: In groups, let learners find out activities that can or cannot be accomplished in minutes, hours, days, months and years.</p> <p>Encourage learners to write their findings in their workbooks.</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 sing the song</p>	<p>Display the stop clock or watches on the table.</p>	<p>Ask learners to tell you what they have learnt and what</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>Ask learners to identify and tell their uses.</p> <p>Let learners understanding that they are going to tell how much time it would take them to perform certain activates.</p> <p>Put learners into groups of four. Invite a member from each group to <i>walk round the school building</i>. Ask learners to time themselves, using watches or clock and tell how much time (in minutes and seconds) it would take them to accomplish it.</p> <p>You can also engage learners to undertake the following activities to tell how much time involved.          ii. Walk to the nearest house to the school; iii. Walk to the nearest toilet; etc.</p>	<p>they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>																				
Thursday	<p>Put leaners in two groups. Call out a number between 1 and 6. E.g. 3.</p> <p>Learners must call out the double (2x) of that number.</p> <p>In this case 6 is the answer.</p> <p>Try out more numbers. The group that answers more wins</p>	<p>Give learners the start and end times of events and ask them to determine the duration of the event.          e.g. Henry took an examination which started 9:00am and ended at exactly 10:45am. How many hours did he used?          Answer: <i>Henry used 1 hour and 45 minutes to write the exams.</i></p> <p>Complete the table</p> <table border="1"> <thead> <tr> <th>Sporting event</th> <th>Start</th> <th>Finish</th> <th>How long</th> </tr> </thead> <tbody> <tr> <td>Ampe</td> <td>10.30 a.m.</td> <td>10.45 a.m.</td> <td></td> </tr> <tr> <td>Netball</td> <td>9.00am</td> <td>10.00am</td> <td></td> </tr> <tr> <td>Basket ball</td> <td>2.00pm</td> <td>3.50pm</td> <td></td> </tr> <tr> <td>Football</td> <td>3.30pm</td> <td>5.00pm</td> <td></td> </tr> </tbody> </table>	Sporting event	Start	Finish	How long	Ampe	10.30 a.m.	10.45 a.m.		Netball	9.00am	10.00am		Basket ball	2.00pm	3.50pm		Football	3.30pm	5.00pm		<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>
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Friday	<p>Share some few jokes with learners. You can two their jokes as well e.g. An American girl farts and says “Excuse me”.</p> <p>A Ghanaian girl farts and you will hear “Ohh! beans wei koraa”</p>	<p>Give learners the start and end times of events and ask them to determine the duration of the event.          e.g. Henry took an examination which started 9:00am and ended at exactly 10:45am. How many hours did he used?          Answer: <i>Henry used 1 hour and 45 minutes to write the exams.</i></p> <p>Complete the table</p> <table border="1"> <thead> <tr> <th>Sporting event</th> <th>Start</th> <th>Finish</th> <th>How long</th> </tr> </thead> <tbody> <tr> <td>Ampe</td> <td>10.30 a.m.</td> <td>10.45 a.m.</td> <td></td> </tr> <tr> <td>Netball</td> <td>9.00am</td> <td>10.00am</td> <td></td> </tr> <tr> <td>Basket ball</td> <td>2.00pm</td> <td>3.50pm</td> <td></td> </tr> <tr> <td>Football</td> <td>3.30pm</td> <td>5.00pm</td> <td></td> </tr> </tbody> </table>	Sporting event	Start	Finish	How long	Ampe	10.30 a.m.	10.45 a.m.		Netball	9.00am	10.00am		Basket ball	2.00pm	3.50pm		Football	3.30pm	5.00pm		<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>
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B3.5.2.1.2		
<b>Performance Indicator</b>	Learners can explain the term air-borne diseases and give examples		
<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>
	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/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.

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 56		
<b>Learning Indicator(s)</b>	B3.5.2.1.1.		
<b>Performance Indicator</b>	Learners can Identify the parts of the computer and how they work.		
<b>Strand</b>	My Global Community		
<b>Sub strand</b>	Introduction To Computing		
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity.			
<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.	Learner identify parts of the computer and how they work (i.e. hard disk, power supply) or pictures of the computer parts to class,  Ask learners to pick one item in turns and differentiate selected items.	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 identify the bottom row, Caps Lock and Tab keys on the real keyboard or by the use of pictures.  Learners practice typing e.g. four-letter words and simple sentences on the key pad with proper positioning of fingers on the keyboard.	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 explore the insertion and ejection of DVD/CD-ROM as well as connecting of a pen drive.  Through demonstration guide learners to play computer games to re-enforce keyboard and mouse skills.	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.

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B3.4.2.1.1:		
<b>Performance Indicator</b>	Learners can explain the need to live in harmony with one another.		
<b>Strand</b>	The Family and the Community		
<b>Sub strand</b>	Personal Safety In The Community		
<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>
	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.

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page		
<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	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

<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>	B2.2.4.6.3 B2.2.4.7.3		
<b>Performance Indicator</b>	Learners can report own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Appreciating and Appraising		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<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>
	<p>Use questions and answers to revise the previous lesson with learners.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>The easiest way to understand and appreciate a performance is to develop a relevance and appropriate criteria or checklist</p> <p>Guide learners to create a checklist or criteria for appreciating and appraising a performance;</p> <ul style="list-style-type: none"> <li>➤ Creative process</li> <li>➤ Subject matter</li> <li>➤ Selection and use of instruments and elements</li> <li>➤ Styles and techniques</li> <li>➤ Originality or creativity</li> <li>➤ Use of space</li> <li>➤ Selection and use of costumes</li> <li>➤ Symbolism and cultural relevance</li> <li>➤ Aesthetic qualities</li> <li>➤ suitability</li> </ul>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	<p>Show pictures of people performing the “kete” dance to learners’</p> <p>let learners observe and talk about the pictures</p> 	<p>Lead a discussion to explain the criteria with learners.</p> <p>Now let learners use the checklist to appreciate and appraise a previous art performance in class. e.g. the ‘kete’ Dance.</p> <p>Put learners into groups of 2 or 3 depending on the size of the class.</p> <p>Invite each group to perform the ‘kete’ dance as others will be observing.</p> <p>Set up a three member judge to use the checklist or criteria to appraise the performance of each group.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.4.1.1-2		
<b>Performance Indicator</b>	Learners can write correct sentences with correct spacing from substitution table.		
<b>Strand</b>	Writing Conventions		
<b>Sub strand</b>	Writing And Copying Simple Sentence With Correct Spacing		
<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>
	<p>Put learners into groups.</p> <p>Have learners fine words for each of the alphabets letters on the topic.</p> <p>The group with the most words wins.</p>	<p>Let learners explore a rhyme they know.</p> <p>Make a substitution table on the board.</p> <p>Lead learners to say aloud the words in the substitution table.</p> <p>Let learners say aloud the words in the substitution table individually.</p> <p>Demonstrate how sentences are formed from a substitution table.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Help learners to write correct sentences with correct spacing from the substitution table.</p> <p>Let learners read out their sentences in turns.</p> <p>Make a another substitution table on the board.</p> <p>Lead learners to say aloud the words in the substitution table and write correct sentences from the substitution table.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Engage learners to sing songs and recite rhymes</p> <p><b>Sea shells</b> She sells seashells by the seashore The shells she sells are surely seashells So if she sells shells on the seashore, I am sure she sell seashore shells</p>	<p>Create upper and lower-case letters game. Play the game with learners.</p> <p>Let one learner lead the other learners to play the game (supervision is necessary).</p> <p>Write sentences on the board using upper and lower-case letters.</p> <p>Help learners to use upper case or lower-case letters correctly in writing sentences with correct spacing.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

<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>	B3.3.5.3.5:		
<b>Performance Indicator</b>	Learners can identify body composition using fat and fat free body mass.		
<b>Strand</b>	Physical Fitness		
<b>Sub strand</b>	Flexibility		
<b>Teaching/ Learning Resources</b>	Pictures and Videos		
<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>
	<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>Guide learners to identify body composition using fat and fat free body mass.</p> <p>Learners to understand that body composition is the relative percentage of fat muscles and fat free body.</p> <p>Fat free mass includes internal organs, bone, muscle, water, and connective tissue.</p>  <p><b>FAT FREE MASS (FFM):</b></p> <p><b>LEAN BODY MASS (LBM):</b></p> <p><b>INCLUDES:</b></p> <ul style="list-style-type: none"> <li>• WATER</li> <li>• PROTEIN</li> <li>• MINERAL COMPONENTS</li> </ul> <p><b>IS MUSCLE</b></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 put it in their pockets and learn it on their way home.</p>