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SAMPLE LESSON NOTES-WEEK 9
BASIC THREE

SCHEME OF LEARNING- WEEK 9

BASIC THREE

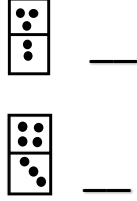
Name of School.....

Week Ending			
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.9.1.2. B3.2.9.1.1. B3.4.14.1.1. B3.5.10.1.1. B3.6.1.1.1.	
Performance Indicator		<p>A. Learners can make and respond to polite requests</p> <p>B. Learners can read long texts with good pace, accuracy and expression</p> <p>C. Learners can write picture events using simple sentences</p> <p>D. Learners can spell phonically irregular words correctly</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>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE POLLY FLINDERS</u> Little Polly flinders Sat among the cinders Warming her pretty little toes! Her mother came and caught her, And whipped her little daughter, For spoiling her nice new clothes.</p>	<p>A. ORAL LANGUAGE <i>(Asking and Answering Questions)</i></p> <p>Show pictures of requests to learners and ask them to guess the requests from pictures: e.g. a picture of a closed door, a picture of an open door, a picture of someone carrying books etc. Can you help me carry the books?, Please, close/open the door.</p> <p>Invite pairs of learners to the front of the class to make and respond to polite requests.</p> <p>Let learners practice making and accepting or declining requests using expressions such as "Yes, Of course, No problem, I'm sorry, I can't, etc.</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>ONE POTATO TWO POTATOES</u> One potato, two potatoes, three potatoes ,four! Five potatoes, six potatoes, seven potatoes , more! Eight potatoes nine potatoes ten potatoes, all</p>	<p>B. READING <i>(Fluency)</i></p> <p>Engage learners in pre-reading and demonstrate/model reading aloud with fluency, accuracy and expression.</p> <p>Have learners practice in pairs and groups.</p> <p>Learners must read at their own pace.</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>Engage learners to sing songs and recite familiar rhymes</p> <p><u>HEAD SHOULDERS KNEES AND TOES</u> Head shoulders knees and toes, Knees and toes</p>	<p>C. WRITING <i>(Academic Writing)</i></p> <p>Using dictionaries and modelling, guide learners to give information on events of the day to their partners, class /groups/partners.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>

	<p>Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes.</p>	<p>Have learners represent this in the form of a picture.</p> <p>Have learners write simple sentences to accompany the pictures.</p> <p>Have learners share their work with the class. Note: (Give room for positive appreciation).</p>	<p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>THERE WAS A JOLLY MILLER ONCE</u> There was a jolly miller once Lived on the river Dee He worked and sang from morn till night, No lark as blithe as he, And this the burden of his song Forever used to be, I care for nobody, no not I, And nobody cares for me.</p>	<p><u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u> (Spelling)</p> <p>Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought.</p> <p>Dictate the words for learners to spell. Have learners use these words in oral and written sentences.</p> <p>Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell. e.g. bought, answer, because, etc. i. I drink — water. ii. Your is wrong. iii. I miss the class I was late. iv. My father chocolate.</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>
Friday	<p>Have a variety of age/level-appropriate books for learners to make a choice from.</p> <p>Guide learners to select books for readings</p>	<p><u>E. EXTENSIVE READING</u></p> <p>Using the Author's chair, introduce the reading/library time.</p> <p>Introduce narratives, expository, procedural texts to learners.</p>	<p>Let learners summarize the books they read to the whole class</p> <p>Learners draw parts of the stories they read.</p>



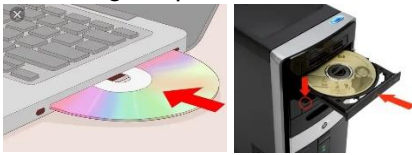
Week Ending	
Class	Three
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 71
Learning Indicator(s)	B3.3.3.2
Performance Indicator	Learners can read dates on the calendar, order dates of events and count days, weeks, months and years taken by given events
Strand	Geometry and Measurement
Sub strand	Measurement
Teaching/ Learning Resources	Ruler, rope, meter rule
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	Engage learners to complete the pattern. Which shape comes next? Draw it □ ○ □ ○ _	Let learners use the calendar to Identify or read the days of the week and the months of the year for a given calendar date. <table border="1" data-bbox="730 751 1079 1012"> <thead> <tr> <th>Days Of The Week</th> <th>Months Of The Year</th> </tr> </thead> <tbody> <tr><td>Sunday</td><td>January</td></tr> <tr><td>Monday</td><td>February</td></tr> <tr><td>Tuesday</td><td>March</td></tr> <tr><td>Wednesday</td><td>April</td></tr> <tr><td>Thursday</td><td>May</td></tr> <tr><td>Friday</td><td>June</td></tr> <tr><td>Saturday</td><td>July</td></tr> <tr><td></td><td>August</td></tr> <tr><td></td><td>September</td></tr> <tr><td></td><td>October</td></tr> <tr><td></td><td>November</td></tr> <tr><td></td><td>December</td></tr> </tbody> </table> Learners to mention the days and month on which they were born. Have learners to identify some days and months of key events in the country.	Days Of The Week	Months Of The Year	Sunday	January	Monday	February	Tuesday	March	Wednesday	April	Thursday	May	Friday	June	Saturday	July		August		September		October		November		December	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.																							
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Tuesday	Have learners to match the shapes. ○ △ □ ○ △ □	Let learners use the calendar to Identify the day (or month) that comes before or after a given day (or month) <table border="1" data-bbox="673 1255 876 1438"> <thead> <tr> <th colspan="7">September</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> What day of the week is the first day of September on this calendar? What date is the last Tuesday in September? Assessment: have learners to read the calendar and answer the questions	September							S	M	T	W	T	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
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Wednesday	Engage learners to draw the circles and shade any three. ○ ○ ○ ○ ○ ○ ○	Let learners use the calendar to name, order and count the days in a week and the months in a year, <table border="1" data-bbox="673 1627 868 1789"> <thead> <tr> <th colspan="7">July</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table> A camp starts on July 5 and ends on July 9. How many camp days are there? The campers go swimming on Tuesday and Thursday. On which dates will they swim? How many days are in the month of July? What day of the week is the last day of July on this calendar? Assessment: have learners to read the calendar and answer the questions	July							S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
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<p>Thursday</p>	<p>Engage learners to count the dots and write each number beside</p> 	<p>Let learners use the calendar to identify certain events and when they occur within the year (Christmas, Easter, local festivals, leap years, FIFA world cup etc.)</p> <table border="1" data-bbox="727 212 1076 495"> <thead> <tr> <th>Public Holiday</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>New Year's Day</td> <td>1st January</td> </tr> <tr> <td>Constitution Day</td> <td>7th January</td> </tr> <tr> <td>Independence Day</td> <td>6th March</td> </tr> <tr> <td>Good Friday</td> <td>10th April</td> </tr> <tr> <td>Easter Monday</td> <td>13th April</td> </tr> <tr> <td>May Day</td> <td>1st May</td> </tr> <tr> <td>Eid al-Fitr</td> <td>24th May</td> </tr> <tr> <td>Eid al-Adha</td> <td>31st July</td> </tr> <tr> <td>Founders' Day</td> <td>4th August</td> </tr> <tr> <td>Kwame Nkrumah Memorial Day</td> <td>21st September</td> </tr> <tr> <td>Farmers' Day</td> <td>4th December</td> </tr> <tr> <td>Christmas Day</td> <td>25th December</td> </tr> <tr> <td>Boxing Day</td> <td>26th December</td> </tr> </tbody> </table>	Public Holiday	Date	New Year's Day	1st January	Constitution Day	7th January	Independence Day	6th March	Good Friday	10th April	Easter Monday	13th April	May Day	1st May	Eid al-Fitr	24th May	Eid al-Adha	31st July	Founders' Day	4th August	Kwame Nkrumah Memorial Day	21st September	Farmers' Day	4th December	Christmas Day	25th December	Boxing Day	26th December	<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>
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<p>Friday</p>	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class three We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class three can count very well.</p>	<p>Engage learners to sing rhymes on the days of week and months of the year.</p> <p>Ask learners to say the rhyme "Thirty-days has September"</p> <p>30 days has September, April, June, and November. All the rest have 31, Except for February alone, which has 28 days clear, and 29 in each leap year</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 47		
Learning Indicator(s)	B3.5.3.1.1		
Performance Indicator	Identify the technological devices used in the community and describe their impact		
Strand	Humans And The Environment		
Sub strand	Science And Industry		
Teaching/ Learning Resources	Bread, kenkey fish		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson.</p> <p>Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson</p>	<p>Prior to the lesson, give learners an assignment to investigate how people communicated, travelled, sought medical care, etc. in the olden days (in the absence of modern-day technological inventions)</p> <p>Engage learners to communicate their findings based on the investigations</p> <p>Learners name some technological devices they see in the school, at home, in the market places, hospitals, mosque, churches, bus stations, airport, 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>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Present some products of technology that can be seen in the community to learners, e.g. mobile phones, computers, school bag, sewing machines and fan</p> <p>Facilitate a session where learners operate some common devices such as mobile phones, laptops, toy cars 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>
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition</p>	<p>Let learners brainstorm to find out what will happen if there were no modern technological devices in the community</p> <p>Ask learners to draw a technological device that will improve their communities in future.</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>

Week Ending	
Class	Three
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 56
Learning Indicator(s)	B3.5.2.I.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	

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>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Learner identify parts of the computer and how they work (i.e. hard disk, power supply) or pictures of the computer parts to class,</p>  <p>Ask learners to pick one item in turns and differentiate selected items.</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>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition</p>	<p>Learners identify the bottom row, Caps Lock and Tab keys on the real keyboard or by the use of pictures.</p>  <p>Learners practice typing e.g. four-letter words and simple sentences on the key pad with proper positioning of fingers on the keyboard.</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>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 explore the insertion and ejection of DVD/CD-ROM as well as connecting of a pen drive.</p>  <p>Through demonstration guide learners to play computer games to re-enforce keyboard and mouse skills.</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>


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)
	<p>Display an image on the board (relating to the topic) but cover it up.</p> <p>Every time a student answers a question then show a little bit of the image.</p> <p>The first person to guess the correct image wins.</p>	<p>Have learners mention ways of living in harmony with one another.</p> <p>Discuss the need to live in harmony with one another: to promote peace and unity, law and order, growth and development, etc.</p> <p>In a Think-Pair-Share session, let learners talk about attitudes and behaviors that promote harmonious living at home, school, community, 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 put it in their pockets and learn it on their way home.</p>

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)
	Put students into pairs and hand out a wad of sticky notes to each pair. They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers. The learner who guess right wins	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)	B3.1.1.1 B3.2.1.1		
Performance Indicator	Learners can make artworks produced or found in other African communities.		
Strand	Visual Arts & Performing Arts		
Sub strand	Thinking and Exploring Ideas (School based project)		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools,		
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Learners to sing songs and play games to get them ready for the lesson</p> <p>Show pictures of visual artworks to learners for them to observe and talk about them</p>	<p>In our last visual arts lesson, we learnt how to make a mosaic using materials in the local community.</p> <p>Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make a mosaic.</p> <p>Demonstrate and guide learners to make a simple mosaic.</p> <p>Allow learners to practice in groups following the steps provided</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>In our last performing arts lesson, we learnt how to write our own stories.</p> <p>Guide learners to choose a theme or title for their story. e.g. "the disobedient boy" "the greedy man" "Sarah the proud girl " etc.</p> <p>Guide learners to identify the characters and plan the story.</p> <p>Share roles to learners and have them to perform the story in front of the whole class</p> <p>Shuffle the roles among learners to ensure active participation.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	Three		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 111		
Learning Indicator(s)	B3.5.6.1.1-3		
Performance Indicator	Learners can recognize and use conjunctions in compound sentences.		
Strand	Writing Conventions		
Sub strand	Use Of Simple And Compound Sentence		
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)
	<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 mention names of objects in the classroom and the environment.</p> <p>Use conjunctions to form simple sentences on the board.</p> <p>Call learners to read aloud the sentences.</p> <p>Lead learners to discuss and recognize conjunctions in the sentences.</p> <p>Let learners form their own sentences using a chosen conjunction.</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>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>Let learners mention names of objects in the classroom and the environment.</p> <p>Write compound sentences on the board and lead learners to read the sentences.</p> <p>Lead learners to underline the conjunctions in the sentences. Help learners to use conjunctions to form compound sentences from simple sentences.</p> <p>Put learners into groups and let them form a given number of sentences using conjunctions.</p> <p>Let learners read aloud their sentences to the class and discuss the sentences with learners.</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><u>Itsy Bitsy Spider</u> The itsy bitsy spider crawled up the water spout. Down came the rain, and washed the spider out. Out came the sun, and dried up all the rain and the itsy</p>	<p>Let learners mention names of objects in the classroom and the environment.</p> <p>Write compound sentences on the board and lead learners to read the sentences.</p> <p>Help learners to use conjunctions such as, “but” and “because” to form compound sentences.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

	bitsy spider went up the spout again"	Put learners into groups and let them form a given number of sentences using conjunctions "but" and "because." Let learners read aloud their sentences to the class and discuss the sentences with learners	
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Week Ending			
Class	Three		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 41		
Learning Indicator(s)	B3.4.5.4.6:		
Performance Indicator	Recall why adolescents use drugs for physical activities.		
Strand	Physical Fitness Concepts, Principles And Strategies		
Sub strand	Substance		
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>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson.</p>	<p>Brainstorm with learners on what drugs means. <i>Drug is any substance that causes a change in an organisms physiology and psychology when consumed.</i></p>  <p>Brainstorm with learners that adolescents use drugs to reduce pains, to cure disease, to gain confidence, imitate others, etc.</p> <p>Explain to learners that using drugs for purposes other than those for which they are meant for or in large amounts results in abusing drugs.</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>Ask learners to summarize what they have learnt.</p>