

BASIC THREE

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SCHEME OF LEARNING- WEEK 9

BASIC THREE

Name of School.....

Subject Reference Reference English Language curriculum Page 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 A Learners can make and respond to polite requests B. Learners can read long texts with good pace, accuracy and expression C.Learners can verie picture events using simple sentences D.Learners can read a variety of age and level-appropriate books and summarize them 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 I: STARTER 10 MINS (Preparing The Brain for Learning) Monday Engage learners to sing songs and recite familiar rhymes 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. 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. Let learners practice making and accepting or declining requests using expressions usuch as "Yes, Of course, No problem, I'm sorry, I can't, etc. Let learners practice making and accepting or declining requests using expressions usuch as "Yes, Of course, No problem, I'm sorry, I can't, etc. Please, close/open the door. Invite pairs of learners to the front of the class to make and respond to polite requests. Let learners practice making and accepting or declining requests using expressions usuch as "Yes, Of course, No problem, I'm sorry, I can't, etc. Place (along and respond to polite requests to the request from picture of an open door, a picture of a note of the class to support those who might need extra help. Learners must read at their own pace. Wednesday Engage learners to sing songs and recite familiar rhymes HEAD SHOULDERS KNEES AND TOES Head shoulders knees and toes. Wednesday Engage learners to sing songs and recite familiar rh	Week Endin	ng					
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Tuesday Engage learners to sing songs and recite familiar rhymes ONE POTATO TWO POTATOES One potatoe, two potatoes, three potatoes, seven potatoes, seven potatoes ten potatoes and recite familiar rhymes Wednesday Wednesday Tuesday Engage learners to sing songs (Fluency) Engage learners in pre-reading and demonstrate/model reading aloud with fluency, accuracy and expression. Have learners practice in pairs and groups. Have learners to read and spell some of the keywords in the lesson Engage learners to sing songs and recite familiar rhymes Wednesday Tuesday Engage learners to sing songs and recite familiar rhymes Engage learners in pre-reading and demonstrate/model reading aloud with fluency, accuracy and expression. Have learners practice in pairs and groups. Learners must read at their own pace. C.WRITING (Academic Writing) Using dictionaries and modelling, guide learners to give information on events of the day to their partners, class /groups/partners. Class /groups/partners.							
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POTATOES One potato, two potatoes, three potatoes, four! Five potatoes, six potatoes, seven potatoes, nore! Eight potatoes nine potatoes ten potatoes, all Wednesday Engage learners to sing songs and recite familiar rhymes HEAD SHOULDERS KNEES Head shoulders knees and toes, Head shoulders knees and toes, demonstrate/model reading aloud with fluency, accuracy and expression. Have learners to read and spell some of the keywords in the lesson Engage learners to sing songs (Academic Writing) Using dictionaries and modelling, guide learners to give information on events of the day to their partners, class /groups/partners. demonstrate/model reading aloud with fluency, accuracy and expression. Have learners to read and spell some of the keywords in the lesson Give learners task to complete while you go round the class to support those who might need extra help.		ONE DOTATO = 1/2					
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seven potatoes , more! Eight potatoes nine potatoes ten potatoes, all Wednesday Engage learners to sing songs and recite familiar rhymes HEAD SHOULDERS KNEES AND TOES Head shoulders knees and toes, Give learners task to complete while you go round the class to support those who might need extra help.				Have learners are stice in asims and			
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Wednesday Engage learners to sing songs and recite familiar rhymes Using dictionaries and modelling, guide learners to give information on events of the day to their partners, class /groups/partners. Give learners task to complete while you go round the class to support those who might need extra help.			Jes	Learners must read at their own page			
and recite familiar rhymes (Academic Writing) Using dictionaries and modelling, guide learners to give information on events of the day to their partners, class /groups/partners. (Academic Writing) complete while you go round the class to support those who might need extra help.	Wednesday		ngs		Give learners task to		
Using dictionaries and modelling, guide learners to give information on events of the day to their partners, class /groups/partners. Using dictionaries and modelling, guide learners to give information on events of the day to their partners, class /groups/partners.	, , cancada,						
HEAD SHOULDERS KNEES AND TOES Head shoulders knees and toes, guide learners to give information on events of the day to their partners, class /groups/partners. those who might need extra help.		and recite fariniar rityffies	•				
AND TOES Head shoulders knees and toes, events of the day to their partners, class /groups/partners.		HEAD SHOULDERS KNEES					
Head shoulders knees and toes, class /groups/partners.			-				
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Knees and toes		toes,		0 1 r** ·			
		Knees and toes					

	Head shoulders knees and	Have learners represent this in the	Have learners to read and
	toes	form of a picture.	spell some of the keywords
	Knees and toes		in the lesson
	And eyes and ears and mouth	Have learners write simple sentences	
	and nose.	to accompany the pictures.	
	Head shoulders knees and	as accompany and present con	
	toes,	Have learners share their work with	
	Knees and toes.	the class. Note: (Give room for	
		positive appreciation).	
Thursday	Engage learners to sing songs	D.WRITING CONVENTIONS &	Give learners task to
	and recite familiar rhymes	GRAMMAR USAGE	complete while you go
		(Spelling)	round the class to support
	THERE WAS A JOLLY	Have learners play the Pick and Spell	those who might need extra
	MILLER ONCE	game to spell phonically irregular	help.
	There was a jolly miller once	words. e. g. enough, answer, because,	
	Lived on the river Dee	bought.	Have learners to read and
	He worked and sang from		spell some of the keywords
	morn till night,	Dictate the words for learners to	in the lesson
	No lark as blithe as he,	spell. Have learners use these words	
	And this the burden of his	in oral and written sentences.	
	song		
	Forever used to be,	Provide sentences with blank spaces	
	I care for nobody, no not I,	for learners to fill in the blanks using	
	And nobody cares for me.	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.	
Fuidou	Have a veriety of a sellovel	iv. My fatherchocolate.	
Friday	Have a variety of age/level-	E. EXTENSIVE READING	Let learners summarize the
	appropriate books for learners to make a choice	Llaing the Author's shair intra-dus-	books they read to the whole class
	from.	Using the Author's chair, introduce	whole class
	II OIII.	the reading/library time.	Loarnors draw parts of the
	Guide learners to select	Introduce parratives expesitent	Learners draw parts of the stories they read.
		Introduce narratives, expository, procedural texts to learners.	stories triey read.
	books for readings	procedural texts to learners.	

Week Endi	ng				
Class		Three			
Subject		MATHEMATICS			
Reference		Mathematics curriculum Page 71			
		B3.3.3.3.2			
,		Learners can read dates on the calendar, order da	tes of events and count		
		days, weeks, months and years taken by given ever			
Strand		Geometry and Measurement			
Sub strand		Measurement			
	earning Resources	Ruler, rope, meter rule			
	_	kills; Critical Thinking; Justification of Ideas; Collaborative	e Learning: Personal		
	and Leadership Attention to P		o		
	F				
DAYS	PHASE I: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION		
	MINS	(New Learning Including Assessment)	IOMINS		
	(Preparing The Brain Fo	•	(Learner And Teacher)		
	Learning)				
Monday	Engage learners to comple		Give learners task to		
	the pattern.	read the days of the week and the months	complete whiles you go		
	Which shape comes next	of the year for a given calendar date. Days Of The Week Months Of The Year	round to guide those who		
	Draw it	Sunday January	don't understand.		
		Monday February Tuesday March	Circa manna dial la annina a sa		
		Wednesday April	Give remedial learning to		
		Thursday May Friday June	those who special help.		
		Saturday July			
		August September			
		October November			
		December			
		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.			
Tuesday	Have learners to match the	,	Give learners task to		
	shapes.	the day (or month) that comes before or	complete whiles you go		
	∧	after a given day (or month) September	round to guide those who don't understand.		
	\cup \triangle		don't understand.		
		1 2 3 4 5 6 week is the first day of	Give remedial learning to		
		7 8 9 10 11 12 13 September on this calendar?	those who special help.		
	$\land \Box$	14 15 16 17 18 19 20 What date is the last Tuesday in September?	those who special help.		
		28 29 30 Tacsddy III September:			
		Assessment: have learners to read the			
		calendar and answer the questions			
Wednesday	Engage learners to draw t	he Let learners use the calendar to name,	Give learners task to		
	circles and shade any thre	e. order and count the days in a week and	complete whiles you go		
	\bigcirc	the months in a year,	round to guide those who		
	$\cup \cup \cap \cap$	July S M T W T F S A camp starts on July 5	don't understand.		
		and ends on July 9. How			
		4 5 6 7 8 9 10 many camp days are there?	Give remedial learning to		
		11 12 13 14 15 16 17 The campers go swimming on Tuesday and Thursday.	those who special help.		
		25 26 27 28 29 30 31 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			

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Week End	ding			
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		SCIENCE		
1 • • • • • • • • • • • • • • • • • • •		Science curriculum Page 47		
		5.3.1.1	1 Tage 17	
			ogical davisos usad in the s	community and describe their
renorma		act	ogical devices used in the c	community and describe their
Strand		mans And The E	nvironment	
Sub strane		ence And Industr		
		ad, kenkey fish	y	
			1 .:6 .: (11 6 !! 1	
	npetencies: Problem Solving skil		Justification of Ideas; Collabo	rative Learning; Personal
Developmen	t and Leadership Attention to Prec	ion		
DAYS	PHASE I: STARTER 10 MINS	PHASE 2: MA	INI AOMINIC	PHASE 3: REFLECTION
DATS	(Preparing The Brain For		g Including Assessment)	IOMINS
	Learning)	(14CW Lear IIII	6 melading Assessment)	(Learner And Teacher)
	The teacher brings a bag into	Prior to the le	sson, give learners an	Ask learners questions to
	the classroom that contains a		investigate how people	review their understanding
	object that has a connection		f, travelled, sought	of the lesson.
	to the lesson.		etc. in the olden days (in	
	Then it is passed around and	the absence o		Have learners write 3 facts
	learners try to determine	technological		of the lesson on a sheet of
	what is in the bag just by			paper and it in their pockets
	feeling it.	Engage learner	rs to communicate their	and learn it on their way
	8		on the investigations	home.
	The student who guess right			
	wins, and hence introduce the	Learners name	e some technological	
	lesson		ee in the school, at	
			narket places, hospitals,	
			ches, bus stations,	
		airport, etc.	,	
	Teacher writes and lets		products of technology	Ask learners questions to
	students see the answer on		en in the community to	review their understanding
	the board, perhaps a picture		nobile phones,	of the lesson.
	of object on the board.	computers, sc	hool bag, sewing	
		machines and		Have learners write 3 facts
	The students must come up			of the lesson on a sheet of
	with questions in which the	Facilitate a ses	sion where learners	paper and it in their pockets
	answer could be the object o	operate some	common devices such as	and learn it on their way
	the board.		s, laptops, toy cars etc.	home.
	Teacher introduces the lesson	Let learners b	rainstorm to find out	Ask learners questions to
	to learners. Students are to	what will happ	en if there were no	review their understanding
	list all the words they	modern techn	ological devices in the	of the lesson.
	associate with the topic to be	community		
	treated.			Have learners write 3 facts
	Ask them to put words		o draw a technological	of the lesson on a sheet of
	together to form a definition	device that wi	ll improve their	paper and it in their pockets
		communities i	n future.	and learn it on their way
		1		l talance

home.

Week En	aing			
Class		ree		
Subject		OUR WORLD OUR PEOPLE		
Reference		WOP curriculum Page 56		
Learning Indicator(s)		.5.2.1.1.		
	3.2	arners can Identify the parts of the computer	and how they work.	
Strand		Global Community	<u> </u>	
Sub strar		roduction To Computing		
		tures, Charts, Video Clips		
	•	Collaboration Critical Thinking and Problem Solvin	g Cultural Identity	
	imperencies. Communication and C	conaboration Critical Triniking and Froblem Solving	g Cultural Identity	
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)	
	Teacher writes and lets	Learner identify parts of the computer	Ask learners questions to	
	students see the answer on	and how they work (i.e. hard disk, power	review their understanding	
	the board, perhaps a picture of object on the board.	supply) or pictures of the computer parts to class,	of the lesson.	
	The students must come up with questions in which the answer could be the object on the board.	Ask learners to pick one item in turns and differentiate selected items.	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.	
	Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition	Learners identify the bottom row, Caps Lock and Tab keys on the real keyboard or by the use of pictures. QWERTY 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 leaners to play computer games to re-enforce	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	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.
C C	

Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy

DAYS	PHASE I: STARTER 10 MINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	(Preparing The Brain For	(New Learning Including	IOMINS
	Learning)	Assessment)	(Learner And Teacher)
	Display an image on the board	Have learners mention ways of	Ask learners questions to
	(relating to the topic) but	living in harmony with one	review their understanding
	cover it up.	another.	of the lesson.
	Every time a student a student		
	answers a question then show	Discuss the need to live in	Have learners write 3 facts
	a little bit of the image.	harmony with one another: to	of the lesson on a sheet of
		promote peace and unity, law and	paper and it in their pockets
	The first person to guess the	order, growth and development,	and learn it on their way
	correct image wins.	etc.	home.
		In a Think-Pair-Share session, let	
		learners talk about attitudes and	
		behaviors that promote	
		harmonious living at home,	
		school, community, etc.	
		school, community, etc.	

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		

Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates

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)
	Put students into pairs and hand out a wad of sticky notes to each pair. They write a word or statement	Explain why other Europeans who came later also settled on the Gold Coast	Ask learners series of questions to review their understanding of the lesson
	relating to the lesson and put it on their partners head. Partners are to guess what is written on	Learners use the internet to find out the castles and forts the Europeans built.	Ask learners to summarize what they have learnt
	the sticky papers. The learner who guess right wins	Have learners to design a poster of the forts and castles.	Give learners individual or home task
	Engage learners to sing songs and play games to get them ready for lesson.	Let learners Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and	Ask learners series of questions to review their understanding of the lesson
	Use questions and answers to review learners understanding in the previous lesson	marrying the local people. Learners present their findings	Ask learners to summarize what they have learnt
	,	in groups to the whole class.	Give learners individual or home task
		Let learners sketch a map to show some of the european alliances.	

Week En	ding				
Class		Three	≘		
Subject		CREATIVE ARTS			
		_	tive Arts curriculum Page		
			I.I B3.2.I.I		
_	nce Indicator		ners can make artworks produced or found	d in other African	
	nee marcaeo.		nunities.	a in outer / in lear.	
Strand			I Arts & Performing Arts		
Sub stran	d		ring and Exploring Ideas (School based pro	piect)	
	Learning Resources		s, videos, art paper, colors and traditional art t		
			rity, Innovation Communication Collaboration I		
C 010 C 011	ripeterieles. Decision Flaking	Creativ	icy, minovacion Communicacion Conaboracion i	Signal Literacy	
DAYS	PHASE I: STARTER 10 M	INS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
DAIS	(Preparing The Brain For		(New Learning Including Assessment)	IOMINS	
	Learning		,	(Learner And Teacher)	
	Learners to sing songs and	play	In our last visual arts lesson, we learnt	Use questions to review	
	games to get them ready f	or	how to make a mosaic using materials	their understanding of the	
	the lesson		in the local community.	lesson	
	Show pictures of visual		Learners gather materials and tools	Ask learners to summarize	
	artworks to learners for the		available in their community based on	what they have learnt	
	to observe and talk about	them	artworks they wish to create.		
			Example: how to make a mosaic.		
			Demonstrate and mide learners to		
			Demonstrate and guide learners to		
			make a simple mosaic.		
			Allow learners to practice in groups		
			following the steps provided		
			Tollowing the steps provided		
			Learners to discuss and compare their		
			artworks to the artworks studied.		
	Review learners understan	ding	In our last performing arts lesson, we	Use questions to review	
	in the previous lesson usin		learnt how to write our own stories.	their understanding of the	
	questions and answers	0		lesson	
	1		Guide learners to choose a theme or		
			title for their story.	Ask learners to summarize	
	Engage learners to play gar	nes	e.g. "the disobedient boy"	what they have learnt	
	and sing songs to begin the		"the greedy man"	,	
	lesson.		"Sarah the proud girl " etc.		
			Guide learners to identify the		
			characters and plan the story.		
			Share roles to learners and have them		
			to perform the story in front of the		
			whole class		
			Chartte the males are		
			Shuffle the roles among learners to		
			ensure active participation.		

Week En	nding					
Class		Thr	Three			
Subject		GH	GHANAIAN LANGUAGE			
-			Ghanaian Language curriculum Page III			
			5.6.1.1-3			
	ance Indicator		rners can recognize and use conjunctions i	n compound sentences		
Strand	ance maleutor		riting Conventions	ir compound sericences.		
Sub strar	nd		e Of Simple And Compound Sentence			
	/ Learning Resources		ord cards, sentence cards, letter cards, handwrit	ing on a manila card		
			tion, Communication and collaboration, Critical	_		
Core Co	inpetencies: Creativity and in	novat	cion, Communication and collaboration, Critical	thinking		
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For		PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)		
	Learning)			(Learner And Teacher)		
	Put learners into groups. Have learners fine words f		Let learners mention names of objects in the classroom and the environment.	Ask learners questions to review their understanding of the lessson.		
	each of the alphabets letter on the topic.	rs	Use conjunctions to form simple sentences on the board.	Give learners task to do		
	The group with the most words wins.		Call learners to read aloud the sentences.	whiles you go round to guide those who need help.		
			Lead learners to discuss and recognize conjunctions in the sentences.			
			Let learners form their own sentences using a chosen conjunction.			
	Have learners play games a recite familiar rhymes to begin the lesson	and	Let learners mention names of objects in the classroom and the environment.	Ask learners to summarize what they have learnt.		
	Using questions and answer review their understanding the previous lesson		Write compound sentences on the board and lead learners to read the sentences.	Let learners say 5 words they remember from the lesson.		
	and promote resource		Lead learners to underline the conjunctions in the sentences. Help learners to use conjunctions to form compound sentences from simple sentences.			
			Put learners into groups and let them form a given number of sentences using conjunctions.			
			Let learners read aloud their sentences to the class and discuss the sentences with learners.			
	Engage learners to sing sor and recite rhymes	ngs	Let learners mention names of objects in the classroom and the environment.	Ask learners to summarize what they have learnt.		
	Itsy Bitsy Spider The itsy bitsy spider crawle up the water spout. Down came the rain, and	ed	Write compound sentences on the board and lead learners to read the sentences.	Let learners say 5 words they remember from the lesson.		
	washed the spider out. Out came the sun, and drie up all the rain and the itsy		Help learners to use conjunctions such as, "but" and "because" to form compound sentences.			

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	

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 I: STARTER 10 MINS	PHASE 2:

(Preparing The Brain For Learning)

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.

The student who guess right wins, and hence introduce the lesson.

PHASE 2: MAIN 40MINS (New Learning Including Assessment)

Brainstorm with learners on what drugs means.

Drug is any substance that causes a change in an organisms physiology and psychology when consumed.



Brainstorm with learners that adolescents use drugs to reduce pains, to cure disease, to gain confidence, imitate others, etc.

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.

PHASE 3: REFLECTION 10MINS (Learner And Teacher)

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.

Ask learners to summarize what they have learnt.